Developing Management Skills 10th edition Whetten Test Bank

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Developing Management Skills, 10e **(Whetten/Cameron)**
Chapter 2 Managing Personal Stress

1) Harry works in a high stress environment. He makes sure that he sleeps well and gets regular exercise. He is strengthening his driving forces in order to reduce the negative effects of stress.
Answer: FALSE
Explanation: Stress represents the driving forces in Lewin's model. Harry is strengthening restraining forces by developing physical resiliency.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Major Elements of Stress
Skill: Application
AACSB: Application of knowledge

2) In the absence of stress, a person is likely to do his/her best work.
Answer: FALSE
Explanation: In the absence of any stress, people feel completely bored and lack any inclination to act.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Major Elements of Stress
Skill: Concept
AACSB: Application of knowledge

3) George just found out that Bill received a letter from the government tax agency about a certain deduction Bill took. George took the same deduction. George is worried. This is an example of situational stress.
Answer: FALSE
Explanation: George is experiencing anticipatory stress: a disagreeable event that threatens to occur or an unpleasant thing that has not yet happened, but might happen.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Application
AACSB: Application of knowledge

4) A student group is having trouble defining the major problems in a case they are studying. The group lacks cohesion. The stress the group members will most likely experience will be encounter stress.
Answer: TRUE
Explanation: Encounter stressors are those which result from interpersonal interaction, including attempting to accomplish a task while part of a noncohesive group.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Application
AACSB: Application of knowledge

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5) In determining whether an activity is urgent or important to you personally, you should decide on what gives you a sense of meaningful purpose.
Answer: TRUE
Explanation: Other questions include What do I stand for? What would I like to have accomplished 20 years from now? What do I want to be remembered for?
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

6) Bonnie has recently been promoted to manager of customer service and is determined to eliminate time stressors in her new role. To accomplish her goal, she should focus most of her time on activities that are categorized in terms of high importance and high urgency.
Answer: FALSE
Explanation: She should focus on activities that are categorized as low urgency and high importance in order to prevent tasks from becoming high urgency, and more stressful.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Application
AACSB: Application of knowledge

7) One way to manage your time better is to determine the critical 80 percent of the tasks that need doing and do those first.
Answer: FALSE
Explanation: Typically, 20 percent of the work accomplishes 80 percent of the results. Research shows that 20 percent of the work should be viewed as high priority and the bulk of time should be spent on those things.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

8) Wanting to make the most effective use of your time, you schedule the weekly staff meeting at 9:00 A.M. According to suggestions in the text, this is an effective time for a weekly staff meeting.
Answer: FALSE
Explanation: Routine meetings should be held at the end of the day. Energy and creativity levels are highest early in the day and should not be wasted on trivial matters. Furthermore, an automatic deadline quitting time will set a time limit on the meeting.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management for Managers
Skill: Concept
AACSB: Application of knowledge

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9) If you want to talk to a subordinate, it would probably be a more efficient use of your time if you go to her office rather than meet in your office.
Answer: TRUE
Explanation: This is true because you control the length of the meeting by being free to leave at any time. However, if you spend a lot of time traveling to subordinates' offices, this strategy may not be effective.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

10) In reducing encounter stress, it is better to have larger deposits than withdrawals in the emotional bank account.
Answer: TRUE
Explanation: Larger deposits in an emotional bank account means that the relationship is stronger and more resilient. Collaborative relationships decrease encounter stress.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Community
Skill: Concept
AACSB: Application of knowledge

11) The authors of the text suggest that encounter stress can be reduced by improving and developing social and cognitive intelligence.
Answer: FALSE
Explanation: The correct answer is that encounter stress can be reduced by improving social and emotional intelligence.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

12) According to research cited in the text, social support at work can mitigate the possibility of burnout.
Answer: TRUE
Explanation: A national survey of workers found that employees who rated their manager as supportive and interpersonally competent had lower rates of burnout.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

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13) You have the ability to control and manage both your cognitive intelligence and emotional intelligence.
Answer: FALSE
Explanation: By and large, cognitive intelligence is beyond our control, especially after the first few years of life. It is a product of the gifts with which we were born or our genetic code. Emotional intelligence, on the other hand, can be developed and increased.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

14) Research suggests that the single most important contributor to stress is a lack of freedom and participation in decision making regarding one's job.
Answer: TRUE
Explanation: One study showed that individuals provided more discretion in making decisions about assigned tasks experienced fewer time stressors, situational stressors, and anticipatory stressors.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Concept
AACSB: Application of knowledge

15) Redesigning a job is suggested in the text as a way to eliminate time stress.
Answer: FALSE
Explanation: Work redesign can effectively eliminate situational stressors associated with the work itself, but not time stressors.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Concept
AACSB: Application of knowledge

16) Morgan is a computer programmer. If we allow Morgan to work at home where she would have the authority to make decisions about how and when she did her work, we would likely reduce situational stress.
Answer: TRUE
Explanation: Working from home increases autonomy, which is one of the five dimensions in Hackman and colleagues' job redesign model.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

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17) Establishing your priorities in life will help to eliminate anticipatory and time stressors.
Answer: TRUE
Explanation: Stress associated with anticipating an event is more a product of psychological anxiety than current work circumstances. To eliminate that source of stress requires a change in thought processes, priorities, and plans. It can also eliminate time stressors as you focus on effective time management.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

18) According to the text, short-term planning works well in eliminating anticipatory stress.
Answer: TRUE
Explanation: This works because it focuses attention on immediate goal accomplishment instead of a fearful and uncertain future.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

19) Establishing clear goals in designing a performance appraisal process for clerical positions is likely to lead to the elimination of stress.
Answer: FALSE
Explanation: It requires more than simply establishing clear goals to eliminate anticipatory stress. Identifying the activities and behaviors that will lead toward accomplishing the goal is also important. Likewise, it is important to set up accountability and reporting mechanisms along with evaluation and reward systems concerning the goals.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Application
AACSB: Application of knowledge

20) Manuel is feeling the stress of his job and has lost creativity in his problem solving. To improve resiliency and problem solving, he should be encouraged to engage in unrelated activities outside of his job.
Answer: TRUE
Explanation: The more we concentrate exclusively on work, the more restricted and less creative we become. Engaging in unrelated activities can spur creative breakthroughs.
Diff: 2
Learning Objective: 2.2 Develop resiliency
Topic: Life Balance
Skill: Application
AACSB: Application of knowledge

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21) Madi has recently experienced a serious loss. She decides to get involved in volunteer activities with her local religious institution. This activity will help her to build psychological resiliency and reduce her stress.
Answer: TRUE
Explanation: Involvement in spiritual or religious activities is one prescription for psychological resiliency. This activity is also connected to enhancing community, contribution, and meaningfulness, which help to eliminate stress. However, the effects are not immediate, but built over a longer term..
Diff: 2
Learning Objective: 2.2 Develop resiliency
Topic: Psychological Resiliency or Grit
Skill: Application
AACSB: Application of knowledge

22) Reactive strategies for managing stress are especially useful when an individual is facing time pressure.
Answer: TRUE
Explanation: Reactive strategies help us cope. Reactive strategies are especially useful when it may be impossible to eliminate stressors and when we need to take immediate action in the short term to cope with stress and to plan and prepare for long-term action.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

23) Applying Lewin's force field model to stress, which of the following is *not* a restraining force that acts to counter stressors and inhibit pathological results?
A) Practicing better time management
B) Including healthy levels of physical activities, sleep, and social activities in your time
C) Building a network of strong relationships in your community
D) Using on-the-spot coping strategies such as imagery or deep breathing
Answer: A
Explanation: A) Correct. Time management works to eliminate stress, rather than to mitigate its effects.
B) Incorrect. These activities build resiliency, which acts as a restraining force to mitigate the driving force of stress.
C) Incorrect. Supportive social relationships act as restraining forces.
D) Incorrect. Constructive reactive strategies can foster resiliency and well being if used properly, and thus are restraining forces.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Major Elements of Stress
Skill: Application
AACSB: Application of knowledge

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24) To relieve stress, you have been told to not bottle up your anger but to let it out. A tea kettle will explode if you don't let the steam out. This advice coincides with which coping strategy?
A) Enactive strategy
B) Proactive strategy
C) Reactive strategy
D) Resistance strategy
Answer: C
Explanation: A) Incorrect. An enactive strategy is one in which the individual creates a new environment that does not contain the stressor (e.g., changing careers to avoid stressful job situations).
B) Incorrect. A proactive strategy is one in which the individual initiates actions that resist the negative effects of stress (e.g., beginning an exercise regimen).
C) Correct. Reactive strategies are those which temporarily reduce the effects of the stress.
D) Incorrect. Resistance is actually a stage of the stress progression rather than a specific coping strategy.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Coping with Stress
Skill: Concept
AACSB: Application of knowledge

25) Eliminating or minimizing stress by changing jobs would relate most to which type of strategy for coping with stress?
A) Inactive strategy
B) Proactive strategy
C) Reactive strategy
D) Enactive strategy
Answer: D
Explanation: A) Incorrect."Inactive" is not a stress coping strategy.
B) Incorrect. A proactive strategy is one in which the individual initiates actions that resist the negative effects of stress (e.g., beginning an exercise regimen).
C) Incorrect. A reactive strategy is one in which the individual initiates an on-the-spot remedy designed to temporarily reduce the immediate reaction to a stressor (e.g., deep breathing exercises).
D) Correct. Enactive strategies attempt to create a new environment that does not contain the stressor.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Coping with Stress
Skill: Concept
AACSB: Application of knowledge

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26) Isabel felt overwhelmed by the pressure of her pending deadline. She decided to"check out" for a few minutes and think about her upcoming ski trip to take her mind off her stress. Which type of stress-management strategy was Isabel pursuing?
A) Enactive
B) Proactive
C) Reactive
D) Distractive
Answer: C
Explanation: A) Incorrect. Enactive strategies entail taking control over the stressor. Isabel is simply setting the stressor aside temporarily, not changing it or its influence on her.
B) Incorrect. Proactive strategies are habits and practices that increase one's resilience over the long term. Isabel's daydreaming might give her temporary relief from her stress, but it is not likely to increase her resilience in the future.
C) Correct. Reactive strategies involve short-term activities that temporarily alleviate the burdens of stress. Daydreaming is one way to escape stress momentarily.
D) Incorrect. Distractive is not one of the strategies of stress management.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Coping with Stress
Skill: Application
AACSB: Application of knowledge

27) Boris was feeling overwhelmed by work and realized that he needed to develop some healthy habits to deal with the stress. He started an exercise program and made a commitment to spend quality time with his family every weekend. What kind of strategy is Boris pursuing?
A) Enactive
B) Proactive
C) Reactive
D) Distractive
Answer: B
Explanation: A) Incorrect. Enactive strategies entail taking control over the stressor. Boris is simply developing some proactive habits to help him deal better with his stress.
B) Correct. Proactive strategies are habits and practices that increase one's resilience over the long term.
C) Incorrect. Reactive strategies involve short-term activities that temporarily alleviate the burdens of stress, not long-term habits like Boris is striving to develop.
D) Incorrect. Distractive is not one of the strategies of stress management.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Coping with Stress
Skill: Application
AACSB: Application of knowledge

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28) Patti's company recently reorganized for the second time this year. As part of the reorganization she was promoted, which has caused a significant increase in the time she spends in the office. Yesterday, she received a speeding ticket as she was racing back to the office from the mall with her Christmas gifts. What type of stressor is Patti *most likely* feeling?
A) Time
B) Encounter
C) Situational
D) Anticipatory
Answer: C
Explanation: A) Incorrect. Time stressors result from having too much to do in too little time. Though the question suggests that Patti's workload has increased, the more significant source of stress is the rapid change (company reorganization and promotion). Speeding is not necessarily related to time stress.
B) Incorrect. Encounter stressors result from interpersonal interactions.
C) Correct. Situational stressors arise from the environment in which a person lives or from the individual's circumstances. One of the most common forms is company restructuring. The speeding ticket is also a short-term situation.
D) Incorrect. Anticipatory stressors are potentially disagreeable events that might happen, but have not yet occurred. Stress results from the anticipation or fear of the event.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

29) At her graduation party, Morgan's grandmother told her she was worried about Morgan having enough to live on in her retirement and suggested Morgan invest in plastics now."Retirement? Granny, I am only 22," said Morgan. Morgan's grandmother demonstrated which stressor?
A) Time
B) Encounter
C) Situational
D) Anticipatory
Answer: D
Explanation: A) Incorrect. There is no indication that Morgan's grandmother has too much to do and too little time to accomplish it. Rather, her stress is based on a potential unfavorable event.
B) Incorrect. There is no indication that Morgan's grandmother is experiencing stress as a result of interpersonal interactions. Rather, her stress is based on a potential unfavorable event.
C) Incorrect. There is no indication that Morgan's grandmother is experiencing stress as a result of her circumstances or environment. Rather, her stress is based on a potential unfavorable event.
D) Correct. Anticipatory stress is based on a potential unfavorable event.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

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30) Mary is suffering work stress as a result of her interactions with her new boss, who recently transferred from Finland. He has reorganized the work based on teams. In Mary's team, there is no agreement on who should do what or on the purpose of the team. Her stress is from which stressor?
A) Time stress
B) Encounter stress
C) Situational stress
D) Anticipatory stress
Answer: B
Explanation: A) Incorrect. Mary is not experiencing stress as a result of an overload in her work or a shortage of time. She is experiencing stress as a result of her interactions with her boss and team members.
B) Correct. She is experiencing stress as a result of her interactions with her boss and team members.
C) Incorrect. Though the stress is work-related, there is no indication that Mary is experiencing stress as a result of adverse working conditions or long hours on the job. She is experiencing stress as a result of her interactions with her boss and team members.
D) Incorrect. Mary is not experiencing stress because of a potential future adverse event. She is experiencing stress as a result of her interactions with her boss and team members.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

31) George works full time in a warehouse and works hard. Although he likes his boss, who is from Japan, he finds they have different views on the work to be accomplished by the end of the shift. The work comes in spurts, and George feels he must finish all of it before the end of his shift. Lately, George has not been able to finish the work by the end of his shift. He is experiencing which type of stress?
A) Time stress
B) Encounter stress
C) Situational stress
D) Anticipatory stress
Answer: A
Explanation: A) Correct. Time stress results from having too much to do in too little time.
B) Incorrect. The stress results not from his interpersonal interactions with his boss (whom he likes) but from a shortage of time on the job.
C) Incorrect. The stress results not from adverse working conditions or long hours, but from a shortage of time on the job.
D) Incorrect. The stress results not from anticipating a future adverse event, but from a shortage of time on the job.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

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32) Which cultural dimension increases the likelihood of encounter stressors at work?
A) Affectivity
B) Collectivism
C) Individualism
D) Ascription
Answer: A
Explanation: A) Correct. Country cultures emphasizing affectivity, or the public display of emotions, have more encounter stress in the workplace.
B) Incorrect. Collectivism is unrelated to encounter stressors. Affectivity, or the public display of emotions, creates more encounter stress in the workplace.
C) Incorrect. Individualism is unrelated to encounter stressors. Affectivity, or the public display of emotions, creates more encounter stress in the workplace.
D) Incorrect. Ascription is unrelated to encounter stressors. Affectivity, or the public display of emotions, creates more encounter stress in the workplace.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

33) You have developed a"need-to-do" list and have promised yourself to say "no" more often. You even bought a planner. Which approach to time management are you practicing?
A) Effectiveness approach
B) Efficiency approach
C) Delegation approach
D) Priority approach
Answer: B
Explanation: A) Incorrect. Effectiveness focuses on aligning time use with core personal principles. This gives a reason to not feel guilty when we say "no." Saying "no" by itself may be indicative of reducing wasted time, not necessarily consciously aligning with core values.
B) Correct. Efficiency focuses on accomplishing the most with your time each day.
C) Incorrect. Delegation (assigning a portion of your responsibilities to others) is one aspect of the efficiency approach to time management, but buying a planner and saying "no" more often do not constitute delegation.
D) Incorrect. Prioritizing tasks (making a list of tasks in order of decreasing importance) is one aspect of the efficiency approach to time management, but buying a planner and saying "no" more often do not constitute prioritizing.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Efficient Time Management
Skill: Application
AACSB: Application of knowledge

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34) If you are utilizing the effectiveness approach to time management, you do what?
A) Focus on urgent matters first
B) Focus on minimizing wasted time
C) Focus on important matters first; ignore urgent tasks unless they produce the desired results
D) Focus on urgent matters first but don't feel guilty when you must say "no"
Answer: C
Explanation: A) Incorrect. Focusing on urgent matters first is not recommended by the text authors. It ensures that important, nonurgent tasks remain low priority. Effectiveness dictates that you focus on the important matters first and ignore urgent tasks unless they produce the desired results.
B) Incorrect. Focusing on not wasting time is an efficiency method rather than an effectiveness method for time management.
C) Correct. Effectiveness focuses on using time effectively over the long run. Therefore, it dictates that you focus on the important matters first and ignore urgent tasks unless they produce the desired results.
D) Incorrect. Even though allowing yourself to say no is part of the effectiveness approach, focusing on urgent matters first is not recommended by the text authors. It ensures that important, nonurgent tasks remain low priority. Effectiveness dictates that you focus on the important matters first and ignore urgent tasks unless they produce the desired results.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

35) Which is the *best* summary of the *effectiveness* in time management approach?
A) You accomplish what you want to accomplish with your time.
B) You accomplish more by reducing wasted time.
C) You accomplish more at the most productive times of the day.
Answer: A
Explanation: A) Correct. This is a long-term approach that helps us to maximize the impact of our time, not just the output.
B) Incorrect. This is a summary of efficiency, not effectiveness.
C) Incorrect. This is a general efficiency time-management technique, not a summary of effectiveness.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

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36) A ringing telephone would fall under which of the following categories?
A) High urgency/high importance
B) High urgency/low importance
C) Low urgency/high importance
D) Low urgency/low importance
Answer: B
Explanation: A) Incorrect. A ringing telephone is urgent because it demands an immediate response. But it is not important because it does not necessarily promote a valued or meaningful objective.
B) Correct. A ringing telephone is urgent because it demands an immediate response. But it is not important because it does not necessarily promote a valued or meaningful objective.
C) Incorrect. A ringing telephone is urgent because it demands an immediate response. But it is not important because it does not necessarily promote a valued or meaningful objective.
D) Incorrect. A ringing telephone is urgent because it demands an immediate response. But it is not important because it does not necessarily promote a valued or meaningful objective.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

37) Answering an important customer's complaint would fall under which of the following categories?
A) High urgency/high importance
B) High urgency/low importance
C) Low urgency/high importance
D) Low urgency/low importance
Answer: A
Explanation: A) Correct. Answering an important customer's complaint is urgent because it demands an immediate response. It is also important because it promotes a valued or meaningful objective.
B) Incorrect. Answering an important customer's complaint is urgent because it demands an immediate response. It is also important because it promotes a valued or meaningful objective.
C) Incorrect. Answering an important customer's complaint is urgent because it demands an immediate response. It is also important because it promotes a valued or meaningful objective.
D) Incorrect. Answering an important customer's complaint is urgent because it demands an immediate response. It is also important because it promotes a valued or meaningful objective.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
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38) Attending a seminar to increase your professional development would fall under which of the following categories?
A) High urgency/high importance
B) High urgency/low importance
C) Low urgency/high importance
D) Low urgency/low importance
Answer: C
Explanation: A) Incorrect. Pursuing professional development is not urgent because there is no pressing deadline to do it. However, it is important because it promotes a valued or meaningful objective.
B) Incorrect. Pursuing professional development is not urgent because there is no pressing deadline to do it. However, it is important because it promotes a valued or meaningful objective.
C) Correct. Pursuing professional development is not urgent because there is no pressing deadline to do it. However, it is important because it promotes a valued or meaningful objective.
D) Incorrect. Pursuing professional development is not urgent because there is no pressing deadline to do it. However, it is important because it promotes a valued or meaningful objective.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

39) Organizing office supplies in your cupboard would fall under which of the following categories?
A) High urgency/high importance
B) High urgency/low importance
C) Low urgency/high importance
D) Low urgency/low importance
Answer: D
Explanation: A) Incorrect. Organizing office materials is not urgent because there is usually no pressing deadline to do it. Also, it is not an important task because it usually doesn't promote some valued or meaningful objective.
B) Incorrect. Organizing office materials is not urgent because there is usually no pressing deadline to do it. Also, it is not an important task because it usually doesn't promote some valued or meaningful objective.
C) Incorrect. Organizing office materials is not urgent because there is usually no pressing deadline to do it. Also, it is not an important task because it usually doesn't promote some valued or meaningful objective.
D) Correct. Organizing office materials is not urgent because there is usually no pressing deadline to do it. Also, it is not an important task because it usually doesn't promote some valued or meaningful objective.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

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40) Which of the following is true of effective time management?
A) Skimming when you read is not ultimately a time-saver because you miss important information.
B) List-making generally takes up more time than it's worth.
C) Do busy work at only one set time during the day.
D) Reserve some time during the day to focus on urgent but non-important tasks.
Answer: C
Explanation: A) Incorrect. Strategically skimming what you read is an effective way to use your time more effectively.
B) Incorrect. List-making is essential to most effective time-management programs.
C) Correct. Because busy work can invade your productive time, it's a good practice to limit your busy work to a limited amount of time each day.
D) Incorrect. You should reserve time during the day to focus on important, but non-urgent tasks (not vice-versa).
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Concept
AACSB: Application of knowledge

41) Which is the *best* summary of the *efficiency* in time management approach?
A) You accomplish what you want to accomplish with your time.
B) You accomplish more by reducing wasted time.
C) You accomplish more at the most productive times of the day.
Answer: B
Explanation: A) Incorrect. This is a summary of the effectiveness approach to time management.
B) Correct. This approach strives to increase the productivity of our workday.
C) Incorrect. This is one way to implement the efficiency time management technique, but it is not a full summary.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Efficient Time Management
Skill: Concept
AACSB: Application of knowledge

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42) You are a manager of a team of 50 professionals. One particular professional persists in accusing you of having your priorities out of order. Since the planning activity you do often is not urgent, this particular professional tries to undermine the activity. What would be *best* for you to do?
A) Meet the professional at the door each time you see him coming
B) Move the professional to another team so you don't have to manage him
C) Clarify your core principles and make them public
D) Hold meetings with him only at the end of the day
Answer: C
Explanation: A) Incorrect. This is a tactic that helps meetings to be short and to the point, but your problem with this particular individual is not long meetings, it is that he is undermining you.
B) Incorrect. Though this would solve your particular issue (perhaps), it would merely transfer the problem to another team.
C) Correct. Unless you develop these core principles (which provide criteria by which you judge the relative importance of your activities), it is unlikely that you will be able to overcome the tyranny of urgent time demands. Making them public will help others understand your priorities and time allocation. Most importantly, it provides a basis for saying "no" without feeling guilty.
D) Incorrect. Holding meetings at the end of the day is one way to use time effectively, but your problem with this individual is not that meetings are ineffective or too long.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Priorities and Core Values
Skill: Application
AACSB: Application of knowledge

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43) You are a manager of a team of 50 professionals. One particular professional persists in accusing you of having your priorities out of order. Since the planning activity you do often is not urgent, this particular professional tries to undermine the activity. Which principle should the manager remember?
A) People who experience the most time stress are those who allow others to generate their personal principles statement for them through their demands for time.
B) People who steal time from you should be removed from your work environment in order to avoid situational stress.
C) Relationship conflicts should be handled at the end of the day so that the important things can be given your best energy in the morning hours.
D) People who steal time from you can be dealt with by talking to them while standing.
Answer: A
Explanation: A) Correct. You should under no circumstances modify your priorities based on the stated principles of others.
B) Incorrect. Not only does this not address the underlying problem (that your employee is undermining your management), but it is not an effective solution to the problem of people stealing your time.
C) Incorrect. Relationship conflicts are important and should be dealt with in the early hours of the workday.
D) Incorrect. This is a true principle, but it does not address the underlying problem. Your employee is not stealing time; he or she is undermining your management.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Priorities and Core Values
Skill: Analytical
AACSB: Application of knowledge

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44) The majority of a manager's time is spent in meetings. What should a manager do to make efficient and effective use of this time?
A) Be flexible in agenda setting; sometimes new things just come up during the meeting and discussing it now would reduce "gearing up" time later
B) Don't keep minutes; they waste time and no one likes to take them
C) Be flexible with the ending time of the meeting so that the tasks can be accomplished
D) Insist on subordinates' suggestions to problems so that the manager may choose among alternatives rather than generate his/her own
Answer: D
Explanation: A) Incorrect. Sticking to an agenda ensures that people will be prepared for the meeting and remain oriented on the relevant tasks. Not allowing last-minute items on the agenda means that many items will be taken care of outside the meeting setting (reducing the amount of time spent in meetings).
B) Incorrect. Preparing minutes of a meeting ensures that items do not appear multiple times without having been resolved. It also creates the expectation of accountability.
C) Incorrect. Failing to set deadlines for the ending time of meetings often means that tasks take longer than they need to.
D) Correct. Too much time is wasted in "upward delegation," where employees delegate difficult problems back to the manager.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Efficient Time Management for Managers
Skill: Application
AACSB: Application of knowledge

45) When you arrived at your office this morning, you read an email from a local politician asking for donations. What would be *best* for you to make efficient use of your time?
A) File it now so that later you can decide
B) Decide to give money and write a check
C) Decide not to give money and toss it away
D) Have someone else scan your email before you see it
Answer: D
Explanation: A) Incorrect. You should take action on every item, rather than filing it away until later.
B) Incorrect. Morning time is precious and should not be spent on mundane tasks such as opening email and writing checks. Additionally, you should read selectively and have someone screen your email if possible.
C) Incorrect. Your morning time is precious and should not be spent on mundane tasks such as opening email. Additionally, you should read selectively and have someone screen your mail if possible.
D) Correct. This allows you to read selectively and delegate mundane tasks to others.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Efficient Time Management for Managers
Skill: Application
AACSB: Application of knowledge

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46) As a new member of the team, you notice that team members appear to treat each other with kindness, courtesy, and honesty. They really do seem to care about each other. Members of this group will be able to cope best with which kind of stress?
A) Time stress
B) Encounter stress
C) Situational stress
D) Anticipatory stress
Answer: B
Explanation: A) Incorrect. Time stress is related to an overabundance of tasks and a shortage of time. A supportive environment is not directly related to relieving time stress.
B) Correct. Encounter stress results from abrasive, conflictual, nonfulfilling relationships. A collegial and friendly team will help each other deal with possible encounter stressors.
C) Incorrect. Situational stress is best solved through redesigning jobs and work environments.
D) Incorrect. Anticipatory stress is anxiety and fear about a possible future occurrence and is not necessarily relieved by a supportive environment.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Community
Skill: Concept
AACSB: Application of knowledge

47) As a moderating factor against the harmful effects of stress, what does social intelligence involve?
A) Being able to not conform to group pressure
B) Being able to develop and maintain close social relationships
C) Being able to maintain control over social networks
Answer: B
Explanation: A) Incorrect. Ability to withstand group pressure is not an aspect of social intelligence. In fact, social intelligence is characterized by the ability to effectively manage relationships with other people.
B) Correct. Individuals who are embedded in supportive social networks are less likely to experience stress and are better equipped to deal with its consequences.
C) Incorrect. Ability to control social networks is not an aspect of social intelligence. In fact, social intelligence is characterized by the ability to effectively manage relationships with other people.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

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48) In order to increase the meaningfulness of work for the employees you manage, you decide to do the following:
I) At the annual general meeting, invite to speak some customers who have had their lives enhanced by your products;
II) Insist that new proposals indicate how they are related to the company values of caring for customers and for the environment;
III) Provide meaningful health benefits such as massages at work and extra parental leave;
IV) Provide time off for volunteering at the regularly held social events, such as company picnics and Christmas parties for employees and families.
Which of these will likely increase the meaningfulness of work?
A) I and II only
B) I, II and IV
C) II, III and IV
D) III and IV only
E) all of the choices
Answer: B
Explanation: A) Incorrect. Missing IV) which helps to build supportive relationships and foster generalized reciprocity.
B) Correct. III) is an extrinsic benefit which does not increase the internal meaningfulness of the work itself.
C) Incorrect. Missing I) which helps to point out the positive impact of the work. And includes III) which is an extrinsic benefit that does not increase the internal meaningfulness of the work itself.
D) Incorrect. Missing I) which helps to point out the positive impact of the work and II) which associates the work with important values. And includes III) which is an extrinsic benefit that does not increase the internal meaningfulness of the work itself.
E) Incorrect. Includes III) which is an extrinsic benefit that does not increase the internal meaningfulness of the work itself.
Diff: 3
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Application
AACSB: Application of knowledge

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49) Velma sees her work primarily as a means to develop a reputation and to feel important. Which of the following best reflects her orientation toward work?
A) Job orientation
B) Career orientation
C) Calling orientation
D) Duty orientation
Answer: B
Explanation: A) Incorrect. People with a job orientation primarily focus on their work as a transaction. They see their work as a means to make money.
B) Correct. People with a career orientation primarily focus on advancement and prestige. They see their work as a way to get ahead and feel important.
C) Incorrect. People with a calling orientation primarily focus on contribution to some valued cause. They see their work as a way to serve others.
D) Incorrect. Duty is not one of the major work orientations.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

50) Edward's motto is "a fair day's work for a fair day's pay." Which of the following best reflects his orientation toward work?
A) Job Orientation
B) Career Orientation
C) Calling Orientation
D) Duty Orientation
Answer: A
Explanation: A) Correct. People with a job orientation primarily focus on their work as a transaction. They see their work as a means to make money.
B) Incorrect. People with a career orientation primarily focus on advancement and prestige. They see their work as a way to get ahead and feel important.
C) Incorrect. People with a calling orientation primarily focus on contribution to some valued cause. They see their work as a way to serve others.
D) Incorrect. Duty is not one of the major work orientations.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

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51) Calvin feels like he was meant to do his job. He is energized by the opportunity to help his clients, and sometimes thinks he would be happy to do his work for free. Which of the following best reflects his orientation toward work?
A) Job Orientation
B) Career Orientation
C) Calling Orientation
D) Duty Orientation
Answer: C
Explanation: A) Incorrect. People with a job orientation primarily focus on their work as a transaction. They see their work as a means to make money.
B) Incorrect. People with a career orientation primarily focus on advancement and prestige. They see their work as a way to get ahead and feel important.
C) Correct. People with a calling orientation primarily focus on contribution to some valued cause. They see their work as a way to serve others.
D) Incorrect. Duty is not one of the major work orientations.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

52) Which of the following has *not* been found by research regarding how meaningful work impacts stress?
A) People with meaningful work tend to be so committed to their jobs that they sometimes experience more tension between work and family.
B) People with highly meaningful work have more confidence in their managers.
C) People with a calling orientation to work report less work stress than people with a career orientation.
D) People with meaningful work have fewer health-related absences from work.
Answer: A
Explanation: A) Correct. There is no evidence that meaningful work creates more stress between work and family life. All of the evidence reported in this chapter suggests that meaningful work has beneficial outcomes and reduces stress.
B) Incorrect. There is a positive relationship between a sense of calling and confidence in management.
C) Incorrect. People with a calling orientation do indeed report less stress than people with a career orientation.
D) Incorrect. Meaningful work is negatively related to worker absenteeism.
Diff: 2
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

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53) This course, with its emphasis on developing managerial skills and related emotional intelligence skills, should assist you (on completion of all chapters) in eliminating which type of stress?
A) Time stress
B) Encounter stress
C) Situational stress
D) Anticipatory stress
Answer: B
Explanation: A) Incorrect. Time stress is best eliminated or managed through effective and efficient time management. Managerial skills and emotional intelligence best eliminate encounter stress, which results from interpersonal interactions.
B) Correct. Managerial skills and emotional intelligence (the focus of much of this text) best eliminate encounter stress, which results from interpersonal interactions.
C) Incorrect. Situational stress is best eliminated or managed through redesigning jobs and work environments. Managerial skills and emotional intelligence best eliminate encounter stress, which results from interpersonal interactions.
D) Incorrect. Anticipatory stressors are best eliminated through prioritizing, goal setting, and small wins. Managerial skills and emotional intelligence best eliminate encounter stress, which results from interpersonal interactions.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

54) Concerning success in life, what does research appear to suggest?
A) Having a high IQ score is critical.
B) Having an ability to manage emotions is critical.
C) Having a competitive attitude is critical.
D) Having a few strong relationships is critical.
Answer: B
Explanation: A) Incorrect. Having a high IQ does not correlate with success in life. Emotional intelligence is much more critical.
B) Correct. The ability to manage emotions is part of emotional intelligence. Social and emotional intelligence have strong positive relationships to success in life and a reduced degree of encounter stress.
C) Incorrect. Competitiveness does not correlate with life success. On the other hand, having emotional intelligence, including the ability to manage your own emotions, is critical.
D) Incorrect. Building a strong, cohesive relationship with another individual can have a more lasting impact than leading masses of people. Additionally, encounter stressors are best eliminated through having strong relationships with others.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

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55) If a child refuses to eat a cookie so later in the day he can have something he likes more, what ability related to emotional intelligence is he exhibiting?
A) Controlling or keeping in check negative emotions
B) Recognizing or understanding his own feelings
C) Delaying immediate gratification to achieve a goal
D) Controlling or keeping in check positive emotions
Answer: C
Explanation: A) Incorrect. Though this is one aspect of emotional intelligence, it does not describe the child's behavior.
B) Incorrect. Though this is one aspect of emotional intelligence, it does not describe the child's behavior.
C) Correct. The example in the book was that children chose between one marshmallow now or two marshmallows later. A follow-up study showed that those who were able to wait were less likely to fall apart under stress and more likely to accomplish their goals.
D) Incorrect. Keeping in check positive emotions is not an aspect of emotional intelligence.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Application
AACSB: Application of knowledge

56) Which group has a lower level of job strain?
A) People with more decision-making responsibility regarding their tasks
B) People with less decision-making responsibility regarding their tasks
C) Neither people in low- nor high autonomy; it depends on one's age and health status
D) People without managers to evaluate their work
Answer: B
Explanation: A) Incorrect. Individuals provided with more discretion in making decisions about assigned tasks experienced fewer stressors.
B) Correct. Individuals provided with more discretion in making decisions about assigned tasks experienced fewer stressors.
C) Incorrect. Individuals provided with more discretion in making decisions about assigned tasks experienced fewer stressors.
D) Incorrect. Individuals provided with more discretion in making decisions about assigned tasks experienced fewer stressors.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Concept
AACSB: Application of knowledge

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57) In redesigning the job to reduce all forms of stress, what should you focus on?
A) Providing more job security
B) Resolving and keeping interpersonal conflicts to a minimum
C) Providing more involvement in decision making
D) Providing clear direction and focus
Answer: C
Explanation: A) Incorrect. Job security only deals with one type of anticipatory stressor. Individuals who are given more discretion and control over their jobs experience fewer time stressors, situational stressors, encounter stressors, and anticipatory stressors.
B) Incorrect. This solution only deals with encounter stressors. Individuals who are given more discretion and control over their jobs experience fewer time stressors, situational stressors, encounter stressors, and anticipatory stressors.
C) Correct. Individuals who are given more discretion and control over their jobs experience fewer time stressors, situational stressors, encounter stressors, and anticipatory stressors.
D) Incorrect. Even clear direction and focus do not address all types of job stress. Individuals who are given more discretion and control over their jobs experience fewer time stressors, situational stressors, encounter stressors, and anticipatory stressors.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Concept
AACSB: Application of knowledge

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58) To reduce the situational stress his workers felt, Tom decided to hire a customer relations group. Tom believed this new group could deal firsthand with customer inquiries and therefore reduce the burden his employees currently had of responding to customers. Is this a good idea or a bad idea? Why?
A) This is a good idea, it will eliminate stress.
B) This is a bad idea, it increases the number of feedback channels.
C) This is a bad idea, it decreases meaningful interactions with customers.
D) This is a good idea, it promotes one contact for the customer.
Answer: C
Explanation: A) Incorrect. One of the most enjoyable parts of a job is seeing the consequences of one's labor, including the ability to have direct and meaningful contact with customers. This customer relations group will likely increase workers' stress.
B) Incorrect. It is a bad idea, but for a different reason. Feedback channels refers to providing managerial feedback to employees on their performance expectations. The reason this idea is less desirable is that one of the most enjoyable parts of a job is seeing the consequences of one's labor, including the ability to have direct and meaningful contact with customers. This customer relations group will likely increase workers' stress.
C) Correct. One of the most enjoyable parts of a job is seeing the consequences of one's labor, including the ability to have direct and meaningful contact with customers. This customer relations group provides a buffer between the customer and the workers, and will likely increase workers' stress.
D) Incorrect. One of the most enjoyable parts of a job is seeing the consequences of one's labor, including the ability to have direct and meaningful contact with customers. This customer relations group will likely increase workers' stress.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

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59) Millie is frustrated with her assembly line job because she never gets to see a completed product. She would love to feel that she had finished something. According to the job redesign model, what Millie's job lacks is
A) skill variety.
B) task identity.
C) task significance.
D) autonomy.
Answer: B
Explanation: A) Incorrect. Skill variety involves the opportunity to use multiple skills in performing work. This is not an issue that Millie is expressing concern about.
B) Correct. Task identity is the opportunity to complete a whole task. This is precisely Millie's concern.
C) Incorrect. Task significance is the opportunity to see the impact of the work being performed. This is not an issue that Millie is expressing concern about.
D) Incorrect. Autonomy is the opportunity to choose how and when the work will be done. This is not an issue that Millie is expressing concern about.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

60) Task identity refers to
A) a worker's feeling of attachment to her task.
B) clarity in the objectives of the task.
C) whether the worker is involved in a whole project from start to finish.
D) the worker's ability to distinguish between related tasks.
Answer: C
Explanation: A) Incorrect. Task identity refers to one's ability to contribute to an entire task, from start to finish.
B) Incorrect. Task identity refers to one's ability to contribute to an entire task, from start to finish.
C) Correct. Task identity refers to one's ability to contribute to an entire task, from start to finish.
D) Incorrect. Task identity refers to one's ability to contribute to an entire task, from start to finish.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

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61) You started your new job at Tasty Burger. The boss told you this is an easy job, but you should still do your best. He commented that he will keep an eye on you and will tell you if he sees you doing anything wrong. Which stress would you *most likely* feel as you begin your work?
A) Situational stress due to a lack of task significance
B) Anticipatory stress due to increased decision-making authority
C) Situational stress due to not knowing what is expected
D) Situational stress due to a poor relationship with the boss
Answer: C
Explanation: A) Incorrect. Task significance refers to the opportunity a worker has to see the full impact of the work being performed. Here there is no indication that you are being deprived of that chance. On the other hand, situational stress will result from not having open feedback channels to inform you what your boss expects and the criteria upon which you will be evaluated.
B) Incorrect. Increased decision-making authority will likely decrease situational stress. Anticipatory stress may increase, but it would be a result of unclear expectations, not increased decision-making authority. On the other hand, situational stress will result from not having open feedback channels to inform you what your boss expects and the criteria upon which you will be evaluated.
C) Correct. Situational stress will result from not having open feedback channels to inform you what your boss expects and the criteria upon which you will be evaluated.
D) Incorrect. Here there is no indication that you have a poor relationship with your boss. On the other hand, situational stress will result from not having open feedback channels to inform you what your boss expects and the criteria upon which you will be evaluated.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Analytical
AACSB: Application of knowledge

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62) Which can *best* eliminate anticipatory stress?
A) Redesigning the work
B) Time management
C) Prioritizing and short-term planning
D) Improving your emotional intelligence
Answer: C
Explanation: A) Incorrect. Work redesign best eliminates situational stress. Anticipatory stress can be alleviated through prioritizing and short-term planning.
B) Incorrect. Time management best eliminates time stress. Anticipatory stress can be alleviated through prioritizing and short-term planning.
C) Correct. This approach works by focusing attention on immediate goal accomplishment instead of a fearful future.
D) Incorrect. Emotional intelligence best eliminates encounter stressors. Anticipatory stress can be alleviated through prioritizing and short-term planning.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

63) Sarah is a Peace Corps volunteer headed for Colombia. She has great anticipatory stress (she's never been outside of the United States before and she doesn't know any Spanish). What should she do to reduce her stress?
A) Make herself familiar with the purpose of the Peace Corps
B) Comfort herself with the idea that because this is a volunteer position, she can quit at any time and the Peace Corps will fly her immediately home
C) Learn to say her name and "Where is the bathroom?" in Spanish
D) Prioritize her career plans just in case things don't work out with the Peace Corps
Answer: C
Explanation: A) Incorrect. This increased familiarity with the purpose of the Peace Corps will not help her deal with the immediate anticipatory stress. Anticipatory stress can instead be alleviated through prioritizing and short-term planning.
B) Incorrect. This would be an enactive strategy for eliminating stress but would not only eliminate the source of stress. Instead, it would eliminate her opportunity to serve with the Peace Corps. Less drastic options are available to her, including short-term plans or a small-wins strategy.
C) Correct. This is an example of the small-wins strategy for eliminating anticipatory stress.
D) Incorrect. This focuses on long-term plans rather than addressing Sarah's immediate anxieties. She should instead focus on short-term plans and achieving small wins.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Analytical
AACSB: Application of knowledge

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64) Bob has decided to stop smoking. Also, he has decided to tell no one because he is tired of the jokes and the lack of support from his friends. Based on what you have learned about anticipatory stressors, what is an appropriate evaluation of this idea?
A) It is a good idea because there is a desired goal.
B) It is a good idea because Bob has identified the activities and behaviors necessary to accomplish the goal.
C) It is a bad idea because the desired goal is beyond his control.
D) It is a bad idea because he hasn't established reporting mechanisms or accountability.
Answer: D
Explanation: A) Incorrect. Identifying a desired goal is only the first of four steps. Several additional action steps are required if short-term plans are to be achieved. In order for goals to be effective, all four steps must be followed: (1) Establish a goal, (2) Specify actions and behavioral requirements, (3) Generate accountability and reporting mechanisms, and (4) Identify criteria of success and a reward.
B) Incorrect. Identifying the necessary activities and behaviors is only the second of four steps. In order for goals to be effective, all four steps must be followed: (1) Establish a goal, (2) Specify actions and behavioral requirements, (3) Generate accountability and reporting mechanisms, and (4) Identify criteria of success and a reward.
C) Incorrect. Though difficult, it is possible for Bob to quit smoking and it is entirely within his control.
D) Correct. In order for goals to be effective, all four steps must be followed: (1) Establish a goal, (2) Specify actions and behavioral requirements, (3) Generate accountability and reporting mechanisms, and (4) Identify criteria of success and a reward. Here, Bob has no accountability, that is, no one to report to regarding his progress.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Analytical
AACSB: Application of knowledge

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65) Some rules for instituting small wins are (1) keep track of the changes you are making, (2) forget the small gains you have made and focus on what is next, and (3) find other small things to change and change them. Which are correct?
A) All three rules are correct.
B) Rules 1 and 2 are correct.
C) Rules 1 and 3 are correct.
D) Rules 2 and 3 are correct.
Answer: C
Explanation: A) Incorrect. Rule 1 is correct. Rule 2 is incorrect. One of the keys to the small-wins strategy is to maintain the small gains you have made. Rule 3 is correct.
B) Incorrect. Rule 1 is correct. Rule 2 is incorrect. One of the keys to the small-wins strategy is to maintain the small gains you have made. Rule 3 is correct.
C) Correct. Rule 1 is correct. Rule 2 is incorrect. One of the keys to the small-wins strategy is to maintain the small gains you have made. Rule 3 is correct.
D) Incorrect. Rule 1 is correct. Rule 2 is incorrect. One of the keys to the small-wins strategy is to maintain the small gains you have made. Rule 3 is correct.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

66) Which of the following is *not* one of the attributes of effective goals?
A) Aligned
B) Time-bound
C) Specific
D) Relevant
Answer: D
Explanation: A) Incorrect. The five characteristics of "SMART" goals are specific, measurable, aligned, realistic, and time-bound.
B) Incorrect. The five characteristics of "SMART" goals are specific, measurable, aligned, realistic, and time-bound.
C) Incorrect. The five characteristics of "SMART" goals are specific, measurable, aligned, realistic, and time-bound.
D) Correct. The five characteristics of "SMART" goals are specific, measurable, aligned, realistic, and time-bound.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

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67) Which of the following is good advice for someone trying to eliminate anticipatory stressors?
A) Set challenging goals that propel you to accomplish much progress in a short time
B) Redesign your work so that it is more predictable
C) Plan some "baby steps" so that you can have small, short-term successes
D) Develop a deeper connection to community
Answer: C
Explanation: A) Incorrect. Unrealistic "stretch" goals can create more stress in the short term. Small, baby-step goals reduce anticipatory stress because they provide short-term successes.
B) Incorrect. Work redesign is a way to reduce situational stressors, not anticipatory stressors.
C) Correct. Small, baby-step goals reduce anticipatory stress because they provide short-term successes.
D) Incorrect. A sense of community is a way to reduce encounter stressors, not anticipatory stressors.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

68) You having been studying for finals all day. A friend suggests that the two of you take a break. Is this a good idea?
A) No, your friend is crazy. You need all the time you can get to study.
B) No, stay focused and you'll do better.
C) Depends on your small wins strategy
D) Yes, time off should help you think better.
Answer: D
Explanation: A) Incorrect. Studies have shown that refreshed and relaxed minds think better. It will probably be more effective to take a break and continue studying later than to press forward without breaking.
B) Incorrect. Studies have shown that refreshed and relaxed minds think better. It will probably be more effective to take a break and continue studying later than to press forward without breaking.
C) Incorrect. Small-wins strategies do not require that we accomplish huge tasks before rewarding ourselves with break time. Additionally, studies have shown that refreshed and relaxed minds think better. It will probably be more effective to take a break and continue studying later than to press forward without breaking.
D) Correct. Studies have shown that refreshed and relaxed minds think better. It will probably be more effective to take a break and continue studying later than to press forward without breaking.
Diff: 3
Learning Objective: 2.2 Develop resiliency
Topic: Life Balance
Skill: Application
AACSB: Application of knowledge

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69) Over the next month you have to work on an intensive project which will require focused mental work. Which will *most* likely help you to increase your well-being and productivity?
A) Put in maximum overtime at the beginning so you are not interrupting the flow of your focus.
B) Stop working at a reasonable hour and make sure you are getting adequate sleep.
C) Take frequent breaks, getting together with friends at least once a day.
D) Focus mainly on your project, but take Saturdays off and spend the whole day in physical activity.
Answer: B
Explanation: A) Incorrect. Concentrating exclusively on work restricts creativity.
B) Correct. This will allow time to spend on other aspects of life balance. Also, sufficient sleep is related to enhanced well-being and productivity. Refreshed and relaxed minds think better.
C) Incorrect. Life balance enhances productivity and well-being. Social activity may be part of life balance, but this suggests you focus on only 2 aspects of balance, and overdo your social activity.
D) Incorrect. Life balance enhances productivity and well-being. Regular physical activity may be part of life balance, but this suggests you focus on only two aspects of balance, and overdo your physical activity.
Diff: 3
Learning Objective: 2.2 Develop resiliency
Topic: Life Balance
Skill: Application
AACSB: Application of knowledge

70) Which of the following is *not* an application of the practices explained in the text which increase psychological resiliency?
A) Writing weekly thank you notes
B) Taking time to consider the positive impact your work has on others
C) Volunteering at a local fundraiser
D) Taking successive slow deep breaths, holding them for five seconds, and exhaling completely
Answer: D
Explanation: A) Incorrect. Gratitude is one of the practices associated with increasing psychological resiliency.
B) Incorrect. Meaningfulness in Work is one of the practices associated with increasing psychological resiliency.
C) Incorrect. Reciprocity is one of the practices associated with increasing psychological resiliency. Volunteering is often a form of generalized reciprocity.
D) Correct. While deep breathing may be part of meditative practices that over the long run can increase psychological resiliency, this is mainly associated with a temporary coping strategy, helping you to relax physically.
Diff: 2
Learning Objective: 2.2 Develop resiliency
Topic: Psychological Resiliency or Grit
Skill: Application
AACSB: Application of knowledge

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71) A temporary stress-reduction technique one might use in child birthing is to have the mother focus on a pleasant experience from her past during the early stages of labor. What type of strategy does this reflect?
A) Reframing
B) Imagery and fantasy
C) Rehearsal
D) Social resiliency
Answer: B
Explanation: A) Incorrect. Reframing refers to an attempt to redefine a situation as manageable. Focusing on a pleasant past experience is an example of imagery and fantasy.
B) Correct. This technique temporarily eliminates stress through changing the focus of your thoughts.
C) Incorrect. Rehearsal refers to working through hypothetical stressful situations and rehearsing appropriate reactions and responses. Focusing on a pleasant past experience is an example of imagery and fantasy.
D) Incorrect. Social resiliency is one's ability to maintain close relationships with others. Focusing on a pleasant past experience is an example of imagery and fantasy.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

72) What does reframing as a reactive strategy for managing stress involve?
A) Rehearsing what one is going to say or do before it actually happens
B) Taking several successive and slow deep breaths
C) Changing the focus of one's thoughts to something pleasant
D) Trying to redefine a situation as manageable
Answer: D
Explanation: A) Incorrect. This technique is called the rehearsal strategy. Reframing is an attempt to redefine a situation as manageable.
B) Incorrect. This technique is called deep breathing. Reframing is an attempt to redefine a situation as manageable.
C) Incorrect. This technique is called fantasy and imagery. Reframing is an attempt to redefine a situation as manageable.
D) Correct. Reframing temporarily reduces stress by optimistically redefining the situation. This can, in the long run, help increase both hardiness and emotional intelligence.
Diff: 1
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Concept
AACSB: Application of knowledge

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73) Which of the following is true of a sense of calling?
A) People generally only feel a sense of calling when others respect their work.
B) Work must be intrinsically interesting for someone to feel it is meaningful.
C) A sense of calling increases performance at the individual level, but scholars have not found that a collective sense of calling increases an organization's performance.
D) A sense of calling directly relates to decreased conflict at work.
Answer: D
Explanation: A) Incorrect. Wrzesniewski's research on hospital orderlies showed that people can experience a sense of calling even in work that others deem unsavory.
B) Incorrect. Grant's research on telephone solicitors showed that people who have boring and difficult jobs can experience performance improvement when the meaningfulness of their jobs is enhanced by identifying the beneficiaries of their work.
C) Incorrect. Research shows that organizations with a higher sense of collective calling perform better.
D) Correct. Research shows that calling related to decreased conflict.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

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74) What is generalized reciprocity?
A) When a person contributes something to another person in a way that is directly connected with receiving something in return
B) When you feel a sense of obligation to give back to someone who has contributed something to you
C) An exchange norm between two people such that helping each other excludes helping other people
D) A contribution to someone else that does not presuppose a direct contribution back from that person
Answer: D
Explanation: A) Incorrect. Generalized reciprocity occurs when a person contributes something to another person that is not directly connected to receiving something in return that is personally beneficial.
B) Incorrect. Generalized reciprocity occurs when a person contributes something to another person that is not directly connected to receiving something in return that is personally beneficial.
C) Incorrect. Generalized reciprocity occurs when a person contributes something to another person that is not directly connected to receiving something in return that is personally beneficial.
D) Correct. Generalized reciprocity occurs when a person contributes something to another person that is not directly connected to receiving something in return that is personally beneficial.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Meaningfulness in Work
Skill: Concept
AACSB: Application of knowledge

75) According to research described in the chapter, which of the following is *not* a reason that gratitude helps to reduce stress?
A) Grateful people are more alert and attentive.
B) People high in gratitude have better health outcomes, including better sleep patterns and consistent heart rhythms.
C) People who are grateful amass more power in the organization because others like them; they are thus able to control their work environment.
D) People show improved cognitive functioning when they are feeling grateful.
Answer: C
Explanation: A) Incorrect. Research does demonstrate that gratitude is related to alertness.
B) Incorrect. Research does demonstrate that gratitude is related to better health outcomes.
C) Correct. Although grateful people do get along better with others, the chapter does not describe research that relates gratitude with power and environmental control.
D) Incorrect. Research does demonstrate that gratitude is related to cognitive functioning.
Diff: 2
Learning Objective: 2.2 Develop resiliency
Topic: Gratitude
Skill: Concept
AACSB: Application of knowledge

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76) Mildred was feeling very uptight about her upcoming meeting with her supervisor. She anticipated some challenging questions about her performance in last week's presentation. Prior to meeting with her boss, Mildred made a list of the questions she thought her boss might ask her, and then carefully thought through how she would respond to each. This activity relieved her tension, and she entered the interview with confidence. Which temporary stress-reduction technique has Mildred employed?
A) Reframing
B) Rehearsal
C) Imagery
D) Recalibration
Answer: B
Explanation: A) Incorrect. Reframing involves temporarily reducing stress by optimistically redefining a situation as manageable. Mildred exercised rehearsal, not reframing.
B) Correct. Rehearsal involves working oneself through potentially stressful situations, trying out different scenarios and alternative reactions. This is what Mildred did.
C) Incorrect. Imagery involves visualizing an event, using "mind pictures." Mildred exercised rehearsal, not imagery.
D) Incorrect. Recalibration is not one of the techniques for reducing temporary stress.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

77) Kelly felt himself panicking as he prepared to make his presentation to the Board of Directors. To calm himself, he released his clench on his remote clicker, and told himself,"I've done presentations like this before and done just fine. These are people I know and trust. I can do this." What temporary stress-reduction technique has Kelly just employed?
A) Reframing
B) Rehearsal
C) Imagery
D) Recalibration
Answer: A
Explanation: A) Correct. Reframing involves temporarily reducing stress by optimistically redefining a situation as manageable. This is what Kelly has just done.
B) Incorrect. Rehearsal involves working oneself through potentially stressful situations, trying out different scenarios and alternative reactions. Kelly used reframing, not rehearsal.
C) Incorrect. Imagery involves visualizing an event, using "mind pictures." Mildred exercised rehearsal, not imagery.
D) Incorrect. Recalibration is not one of the techniques for reducing temporary stress.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

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78) Compare and contrast the four major kinds of stressors.
Answer: (1) Time stressors result from having too much to do in too little time; time stressors focus on issues of time rather than issues about other people, life conditions, and future events. Yet, people, life situations, and future events can all add to time stress. Time stressors are the most common type of stress among managers. (2) Encounter stressors result from interpersonal interactions; burnout is caused mostly by these stressors. (3) Situational stressors arise from the environment in which a person lives (working conditions and changes in a person's life); these stressors are mostly external to a person or outside of him/her whereas time stressors and encounter stressors are often internal to a person. (4) Anticipatory stressors: Worrying about things that haven't happened yet. See Table 2.1 for additional information.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

Mini-Case: Mary is currently going to college full-time; after four years, she is finally a junior! Throughout her college career, she has worked 20-30 hours per week as a waitress at a local restaurant. In her first year at college, she enrolled in a one-hour course that focused on managing stress. The professor in the course recommended that each student keep a daily journal to record his/her activities. Mary had faithfully kept a journal since taking that course. For the week of March 8, Mary's journal indicated the following entries:
Monday, March 9: No entry.
Tuesday, March 10: Well, it happened again, I can't believe my roommate is so stubborn. How many times are we going to argue over her stupid cat using my plants as the cat box? I get so depressed when I argue with her!
Wednesday, March 11: I received a speeding ticket on my way to school. I have to remember to go a different way to school!
Thursday, March 12: I have a test in Principles of Management next Monday ... the first one this semester. I've heard her tests are real hard. Gee, I hate multiple-choice tests ... I never do well.
Friday, March 13: I can't believe it's Friday, the 13th! My boss called this morning and asked me to work tonight. I said yes. After I hung up the phone, I remembered I had a group meeting tonight to discuss a marketing case that has to be presented next Wednesday. I wasn't able to contact anyone from my group. Gee, I never seem to have enough hours in the day to get everything done!

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79) Indicate the main type of stressor(s) Mary experienced on each day she recorded a journal entry. Provide support for your answer.
Answer: On Tuesday, Mary experienced encounter stress. On Wednesday, Mary experienced situational stress. On Thursday, Mary experienced anticipatory stress. On Friday, Mary experienced time stress. In providing support, students should relate relevant chapter concepts to justify their choices of the type of stressor(s) Mary experienced; student responses related to support/justification will vary.
Diff: 3
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Analytical
AACSB: Application of knowledge

80) Describe the difference(s) between managing time effectively as opposed to efficiently. Describe the key aspects related to managing time using an effectiveness approach.
Answer: Time management using an effectiveness approach involves aligning time use with core personal principles whereas managing time using an efficiency approach involves an emphasis on accomplishing more by reducing wasted time. The most commonly prescribed solutions for attacking problems of time stress are to use calendars and planners, to generate to-do lists, and to learn to say "no." However, these approaches address the efficiency approach to time management.

Managing time using an effectiveness approach means that (1) individuals spend their time on important matters, not just urgent matters; (2) people are able to distinguish clearly between what they view as important versus what they view as urgent; (3) results rather than methods are the focus of time management strategies; and (4) people have a reason not to feel guilty when they must say "no." An extremely useful tool to manage time effectively is the "time management matrix" in which activities are categorized in terms of their relative importance and urgency. Important activities are those that produce a desired result. They accomplish a valued end, or they achieve a meaningful purpose. Urgent activities are those that demand immediate attention. They are associated with a need expressed by someone else, or they relate to an uncomfortable problem or situation that requires a solution as soon as possible. See Figure 2.3 for additional information related to the time management matrix.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Time Stressors Through Time Management
Skill: Application
AACSB: Application of knowledge

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81) Explain in simple terms the four main dimensions of social intelligence.
Answer: Simply put, social intelligence refers to the ability to manage your relationships with other people. It consists of four main dimensions:
1. An accurate perception of others' emotional and behavioral responses
2. The ability to cognitively and emotionally understand and relate to others' responses
3. Social knowledge, or an awareness of what is appropriate social behavior
4. Social problem solving, or the ability to manage interpersonal difficulties
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Social and Emotional Intelligence
Skill: Concept
AACSB: Application of knowledge

82) Identify the stressor that work redesign focuses on eliminating. Explain the key components of Hackman's model of job redesign and provide examples of how the model can be applied to reduce stress-producing job strain.
Answer: Work redesign focuses on eliminating situational stressors. Hackman's model of job redesign has proved effective in reducing stress and increasing satisfaction and productivity. It consists of five aspects of work: (1) Skill variety: the opportunity to use multiple skills in performing work; (2) Task identity the opportunity to complete a whole task; (3) Task significance: the opportunity to see the impact of the work being performed; (4) Autonomy: the opportunity to choose how and when the work will be done; and (5) Feedback: the opportunity to receive information on the success of task accomplishment. Ways the model can be applied to reduce stress-producing job strain include combining tasks, forming identifiable work units, establishing customer relationships, increasing decision-making authority, and opening feedback channels.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

83) Outline and explain how one might reduce his/her anticipatory stress.
Answer: (1) Prioritizing: Determine what is important in the long term and stay true to it; (2) Goal setting: Focus on immediate goal accomplishments; and (3) Small wins: Break the goal down at the beginning and change something that is relatively easy to change. Build momentum.
Diff: 1
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Anticipatory Stressors Through Prioritizing, Goal-Setting, and Small Wins
Skill: Concept
AACSB: Application of knowledge

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84) Explain the approach(es) one should use in balancing various life activities in order to develop resiliency. Why is it counterproductive to devote more time and attention to an activity in which one is experiencing stress?
Answer: The key activities that characterize most individuals' lives include cultural activities, family activities, intellectual activities, physical activities, social activities, spiritual activities, and work activities. The most resilient individuals are those who have achieved a certain degree of life balance. They actively engage in each of the activities so that they achieve a degree of balance in their lives. Individuals who are best able to cope with stress spend time developing a variety of dimensions of their lives. Overemphasizing one or two activities to the exclusion of others often creates more stress than it eliminates. When an individual feels stress in one area of life, such as an overloaded work schedule, he/she typically responds by devoting more time and attention to it. Although this is a natural reaction, it is counterproductive for several reasons. First, the more one concentrates exclusively on work, the more restricted and less creative one becomes, loses perspective, ceases to take fresh points of view, and becomes overwhelmed more easily. Second, refreshed and relaxed minds think better. Third, the costs related to stress decrease markedly when employees participate in well-rounded wellness programs.
Diff: 1
Learning Objective: 2.2 Develop resiliency
Topic: Developing Resiliency and Well-Being
Skill: Analytical
AACSB: Application of knowledge

85) Explain the major techniques that can be used on a short-term or temporary basis to reduce stress.
Answer: Muscle relaxation involves easing the tension in successive muscle groups. Deep breathing exercises involve taking several successive, slow, deep breaths, holding them for five seconds, and exhaling completely. Imagery and fantasy involve visualizing an event, using "mind pictures" (for example, an athlete visualizes achieving a specific goal). Imagery can also include recollections of sounds, smells, and textures associated with pleasant experiences from the past that can be recalled vividly. Fantasies are make-believe events or images that can be comforting when one encounters stress. Rehearsal involves working through a potentially stressful situation, trying out different scenarios and alternative reactions. Appropriate reactions can be rehearsed, often in a safe environment before stress occurs. Reframing involves temporarily reducing stress by optimistically redefining a situation as manageable.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Concept
AACSB: Application of knowledge

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86) You find taking tests to be stressful. Explain how you could apply the temporary stress reduction techniques to alleviate your stress in the short term. Provide specific examples of at least three of the techniques.
Answer: Muscle relaxation involves easing the tension in successive muscle groups and this can be done just before, or during, the test. Deep breathing exercises involve taking several successive, slow, deep breaths, holding them for five seconds, and exhaling completely. These also can be completed just before, and during, the test. Imagery and fantasy involve visualizing an event, using "mind pictures" (for example, getting an A or conjuring an unrelated image of laughing with friends the previous weekend). Imagery can also include recollections of sounds, smells, and textures associated with pleasant experiences from the past, such as the breeze on the beach and the feel of the sun. Reframing involves temporarily reducing stress by optimistically redefining a situation as manageable, and is potentially quite powerful in this situation. Saying to yourself: "I have studied well and can do well on this test" or "I have done well in previous tests and can do well again." Using some sort of meditative practice before the test can help ease physiological symptoms of stress and calm your mind. This might be a short yoga practice, or saying personal prayers. Rehearsal may involve thinking about how to frame essay questions in general or thinking through specific questions you know will be on the test.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

87) Ally works in a fast paced, high stress environment. In order to apply the guidelines in this text, he volunteers at a local mosque phoning donors to thank them for contributions to a refugee fund. He works with a team that begins the phoning session by praying together, and ends it with a communal meal. Explain how this activity is an application of several of the guidelines for managing stress.
Answer: This activity is an application of several techniques discussed such as: Eliminating Encounter Stresses through Community (by being part of a team with shared activities, by having positive encounters with the donors) and Contribution (the volunteering provides a benefit to others, as well as encouraging others to make contributions). This is also an example of several Developing Resiliency ideas, such as increasing Life Balance (involvement in both social and spiritual activities); Meaningfulness in Work (the phoning work has i) an important positive impact on others, both by thanking others and by encouraging them to help refugees, ii) is associated with the important values of caring and gratitude, iii) has an impact with a ripple effect in that the donors may be encouraged to continue to help refugees to become contributing citizens, and iv) the shared activities build supportive relationships in the team); Reciprocity (volunteering is an example of generalized reciprocity, and the work also involved encouraging others to continue to practice reciprocity through their donations); and Gratitude (consistently thanking others and being aware of the plight of refugees may enhance Hamid's feelings of gratitude in general).
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Application
AACSB: Application of knowledge

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The Turn of the Tide

Not long ago I came to one of those bleak periods that many of us encounter from time to time, a sudden drastic dip in the graph of living when everything goes stale and flat, energy wanes, and enthusiasm dies. The effect on my work was frightening. Every morning I would clench my teeth and mutter: "Today life will take on some of its old meaning. You've got to break through this thing. You've got to! "

But the barren days went by, and the paralysis grew worse. The time came when I knew I had to have help. The man I turned to was a doctor. Not a psychiatrist, just a doctor. He was older than I, and under his surface gruffness lay great wisdom and compassion. "I don't know what's wrong, " I told him miserably, "but I just seem to have come to a dead end. Can you help me?"

"I don't know," he said slowly. He made a tent of his fingers and gazed at me thoughtfully for a long while. Then, abruptly, he asked, "Where were you happiest as a child?"

"As a child? " I echoed. "Why, at the beach, I suppose. We had a summer cottage there. We all loved it."

He looked out the window and watched the October leaves sifting down. "Are you capable of following instructions for a single day?"

"I think so," I said, ready to try anything.

"All right. Here's what I want you to do."

He told me to drive to the beach alone the following morning, arriving not later than nine o'clock. I could take some lunch; but I was not to read, write, listen to the radio, or talk to anyone. "In addition," he said, "I'll give you a prescription to be taken every three hours."

He then tore off four prescription blanks, wrote a few words on each, folded them, numbered them, and handed them to me. "Take these at nine, twelve, three, and six."

"Are you serious?" I asked.

He gave a short bark of laughter. "You won't think I'm joking when you get my bill!"

The next morning, with little faith, I drove to the beach. It was lonely, all right. A northeaster was blowing; the sea looked gray and angry. I sat in the car, the whole day stretching emptily before me. Then I took out the first of the folded slips of paper. On it was written: LISTEN CAREFULLY.

I stared at the two words. "Why," I thought, "the man must be mad." He had ruled out music and newscasts and human conversation. What else was there? I raised my head and I did listen. There were no sounds but the steady roar of the sea, the creaking cry of a gull, the drone of some aircraft high overhead. All these sounds were familiar. I got out of the car. A gust of wind slammed the door with a sudden clap of sound. "Am I supposed to listen carefully to things like that?" I asked myself.

I climbed a dune and looked out over the deserted beach. Here, the sea bellowed so loudly that all other sounds were lost. And yet, I thought suddenly, there must be sounds beneath sounds—the soft rasp of drifting sand, the tiny wind whisperings in the dune grasses—if the listener got close enough to hear them.

On an impulse I ducked down and, feeling fairly ridiculous, thrust my head into a clump of sea oats. Here, I made a discovery: If you listen intently, there is a fractional moment in which everything seems to pause, wait. In that instant of stillness, the racing thoughts halt. For a moment, when you truly listen for something outside yourself, you have to silence the clamorous voices within. The mind rests.

I went back to the car and slid behind the wheel. LISTEN CAREFULLY. As I listened again to the deep growl of the sea, I found myself thinking about the white-fanged fury of its storms.

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I thought of the lessons it had taught us as children. A certain amount of patience: you can't hurry the tides. A great deal of respect: the sea does not suffer fools gladly. An awareness of the vast and mysterious interdependence of things: wind and tide and current, calm and squall and hurricane, all combining to determine the paths of the birds above and the fish below. And the cleanness of it all, with every beach swept twice a day by the great broom of the sea. Sitting there, I realized I was thinking of things bigger than myself—and there was relief in that.

Even so, the morning passed slowly. The habit of hurling myself at a problem was so strong that I felt lost without it. Once, when I was wistfully eyeing the car radio, a phrase from Carlyle jumped into my head: "Silence is the element in which great things fashion themselves."

By noon, the wind had polished the clouds out of the sky, and the sea had merry sparkle. I unfolded the second "prescription." And again I sat there, half amused and half exasperated. Three words this time: TRY REACHING BACK. Back to what? To the past, obviously. But why, when all my worries concerned the present or the future?

I left the car and started tramping reflectively along the dunes. The doctor had sent me to the beach because it was a place of happy memories. Maybe that was what I was supposed to reach for: the wealth of happiness that lay half-forgotten behind me.

I decided to experiment: to work on these vague impressions as a painter would, retouching the colors, strengthening the outlines. I would choose specific incidents and recapture as many details as possible. I would visualize people complete with dress and gestures. I would listen (carefully) for the exact sound of their voices, the echo of their laughter.

The tide was going out now, but there was still thunder in the surf. So I chose to go back 20 years to the last fishing trip I made with my younger brother. (He died in the Pacific during World War II and was buried in the Philippines.) I found that if I closed my eyes and really tried, I could see him with amazing vividness, even the humor and eagerness in his eyes that far-off morning. In fact, I could see it all: the ivory scimitar of beach where we were fishing; the eastern sky smeared with sunrise; the great rollers creaming in, stately and slow. I could feel the backwash swirl warm around my knees, see the sudden arc of my brother's rod as he struck a fish, hear his exultant yell. Piece by piece I rebuilt it, clear and unchanged under the transparent varnish of time. Then it was gone.

I sat up slowly. TRY REACHING BACK. Happy people were usually assured, confident people. If, then, you deliberately reached back and touched happiness, might there not be released little flashes of power, tiny sources of strength?

This second period of the day went more quickly. As the sun began its long slant down the sky, my mind ranged eagerly through the past, reliving some episodes, uncovering others that had been completely forgotten. For example, when I was around 13 and my brother 10, Father had promised to take us to the circus. But at lunch there was a phone call: Some urgent business required his attention downtown. We braced ourselves for disappointment. Then we heard him say, "No, I won't be down. It'll have to wait."

When he came back to the table, Mother smiled. "The circus keeps coming back, you know."

"I know," said Father. "But childhood doesn't."

Across all the years I remembered this and knew from the sudden glow of warmth that no kindness is ever wasted or ever completely lost.

By three o'clock, the tide was out and the sound of the waves was only a rhythmic whisper, like a giant breathing. I stayed in my sandy nest, feeling relaxed and content—and a little complacent. The doctor's prescriptions, I thought, were easy to take.

But I was not prepared for the next one. This time, the three words were not a gentle suggestion. They sounded more like a command. REEXAMINE YOUR MOTIVES.

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My first reaction was purely defensive. "There's nothing wrong with my motives," I said to myself. "I want to be successful—who doesn't? I want to have a certain amount of recognition—but so does everybody. I want more security than I've got—and why not?"

"Maybe, " said a small voice somewhere inside my head, "those motives aren't good enough. Maybe that's the reason the wheels have stopped going around."

I picked up a handful of sand and let it stream between my fingers. In the past, whenever my work went well, there had always been something spontaneous about it, something uncontrived, something free. Lately, it had been calculated, competent—and dead. Why? Because I had been looking past the job itself to the rewards I hoped it would bring. The work had ceased to be an end in itself, it had been merely a means to make money, pay bills. The sense of giving something, of helping people, of making a contribution, had been lost in a frantic clutch at security.

In a flash of certainty, I saw that if one's motives are wrong, nothing can be right. It makes no difference whether you are a mailman, a hairdresser, an insurance salesman, a housewife—whatever. As long as you feel you are serving others, you do the job well. When you are concerned only with helping yourself, you do it less well. This is a law as inexorable as gravity.

For a long time I sat there. Far out on the bar I heard the murmur of the surf change to a hollow roar as the tide turned. Behind me the spears of light were almost horizontal. My time at the beach had almost run out, and I felt a grudging admiration for the doctor and the "prescriptions" he had so casually and cunningly devised. I saw, now, that in them was a therapeutic progression that might well be of value to anyone facing any difficulty.

LISTEN CAREFULLY: To calm a frantic mind, slow it down, shift the focus from inner problems to outer things.

TRY REACHING BACK: Since the human mind can hold but one idea at a time, you blot out present worry when you touch the happiness of the past.

REEXAMINE YOUR MOTIVES: This was the hard core of the "treatment," this challenge to reappraise, to bring one's motives into alignment with one's capabilities and conscience. But the mind must be clear and receptive to do this—hence the six hours of quiet that went before.

The western sky was a blaze of crimson as I took out the last slip of paper. Six words this time. I walked slowly out on the beach. A few yards below the high water mark, I stopped and read the words again: WRITE YOUR TROUBLES ON THE SAND.

I let the paper blow away, reached down and picked up a fragment of shell. Kneeling there under the vault of the sky, I wrote several words on the sand, one above the other. Then I walked away, and I did not look back. I had written my troubles on the sand. And the tide was coming in.

Source: Gordon, A. (1959). A day at the beach. *Reader's Digest.* Reprinted by permission of the author. All rights reserved.

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88) What is effective about these strategies for coping with stress, and why did they work?
Answer: The 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 the same. The case clearly illustrates the practical use of several temporary coping mechanisms, such as imagery and fantasy and reframing. 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.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

89) What troubles, challenges, or stressors do you face right now to which these prescriptions might apply?
Answer: The best answers to this question will provide personal examples of the student's current stressors. Drawing from the case, they should explore how they can implement the several temporary coping mechanisms mentioned here, such as imagery and fantasy and reframing. 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.
Diff: 1
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

90) Are these prescriptions effective coping strategies or merely escapes?
Answer: 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.
Diff: 1
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Application
AACSB: Application of knowledge

91) What other prescriptions could the author take besides the four mentioned here? Generate your own list based on your own experiences with stress.
Answer: This answer should include some discussion of proactive or enactive strategies, rather than the reactive ones the author pursued. These include changing the environment causing the stress, increasing physiological resilience (through diet and exercise), etc.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Managing Stressors
Skill: Application
AACSB: Application of knowledge

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92) How was the stressed man's emotional intelligence developed through the beach experience? Provide justification for your answer.
Answer: Emotional intelligence can be developed through increased self-awareness and self-discovery. Once the man's knowledge of himself and his emotions increased, so too did his ability to interact constructively with others.
Diff: 2
Learning Objective: 2.4 Enhance personal well-being
Topic: Social and Emotional Intelligence
Skill: Analytical
AACSB: Application of knowledge

93) How does the beach therapy experience compare to the guidelines provided in the text for deep relaxation techniques.
Answer: It follows them hardly at all. The guidelines provided in the text are (1) a quiet environment in which external distractions are minimized, (2) a comfortable position, (3) a mental focus on a single object, (4) controlled breathing, (5) a passive attitude, (6) focused body changes, and (7) repetition.

Mostly, just the first guideline is fulfilled by the beach therapy experience, which is a quiet environment without distractions.
Diff: 2
Learning Objective: 2.3 Cope with stress in the short term
Topic: Temporary Stress-Reduction Techniques
Skill: Analytical
AACSB: Application of knowledge

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The Case of the Missing Time

At approximately 7:30 a.m. on Tuesday, June 23, 1959, Chet Craig, manager of the Norris Company's Central Plant, swung his car out of the driveway of his suburban home and headed toward the plant located some six miles away, just inside the Midvale city limits. It was a beautiful day. The sun was shining brightly and a cool, fresh breeze was blowing. The trip to the plant took about 20 minutes and sometimes gave Chet an opportunity to think about plant problems without interruption.

The Norris Company owned and operated three printing plants. Norris enjoyed a nationwide commercial business, specializing in quality color work. It was a closely held company with some 350 employees, nearly half of whom were employed at the Central Plant, the largest of the three Norris production operations. The company's main offices were also located in the Central Plant building.

Chet had started with the Norris Company as an expediter in its Eastern Plant in 1948, just after he graduated from Ohio State. After three years Chet was promoted to production supervisor, and two years later he was made assistant to the manager of the Eastern Plant. Early in 1957, he was transferred to the Central Plant as assistant to the plant manager and one month later was promoted to plant manager when the former manager retired (see Figure 2.6).

Chet was in fine spirits as he relaxed behind the wheel. As his car picked up speed, the hum of the tires on the newly paved highway faded into the background. Various thoughts occurred to him, and he said to himself, "This is going to be the day to really get things done."

He began to run through the day's work, first one project, then another, trying to establish priorities. After a few minutes, he decided that the open-end unit scheduling was probably the most important, certainly the most urgent. He frowned for a moment as he recalled that on Friday the vice president and general manager had casually asked him if he had given the project any further thought. Chet realized that he had not been giving it much thought lately. He had been meaning to get to work on this idea for over three months, but something else always seemed to crop up. "I haven't had much time to sit down and really work it out," he said to himself. "I'd better get going and hit this one today for sure." With that, he began to break down the objectives, procedures, and installation steps of the project. He grinned as he reviewed the principles involved and calculated roughly the anticipated savings. "It's about time," he told himself. "This idea should have been followed up long ago." Chet remembered that he had first conceived of the open-end unit scheduling idea nearly a year and a half ago, just prior to his leaving Norris's Eastern Plant. He had spoken to his boss, Jim Quince, manager of the Eastern Plant, about it then, and both agreed that it was worth looking into. The idea was temporarily shelved when he was transferred to the Central Plant a month later.

A blast from a passing horn startled him, but his thoughts quickly returned to other plant projects he was determined to get underway. He started to think through a procedure for simpler transport of dies to and from the Eastern Plant. Visualizing the notes on his desk, he thought about the inventory analysis he needed to identify and eliminate some of the slow-moving stock items, the packing controls that needed revision, and the need to design a new special-order form. He also decided that this was the day to settle on a job printer to do the simple outside printing of office forms. There were a few other projects he couldn't recall offhand, but he could tend to them after lunch, if not before. "Yes, sir," he said to himself, "this is the day to really get rolling."

Chet's thoughts were interrupted as he pulled into the company parking lot. When he entered the plant Chet knew something was wrong as he met Al Noren, the stockroom foreman, who appeared troubled. "A great morning, Al," Chet greeted him cheerfully.

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"Not so good, Chet; my new man isn't in this morning," Noren growled.

"Have you heard from him?" asked Chet.

"No, I haven't," replied Al.

Chet frowned as he commented, "These stock handlers assume you take it for granted that if they're not here, they're not here, and they don't have to call in and verify it. Better ask Personnel to call him."

Al hesitated for a moment before replying, "Okay, Chet, but can you find me a man? I have two cars to unload today."

As Chet turned to leave, he said, "I'll call you in half an hour, Al, and let you know."

Making a mental note of the situation, Chet headed for his office. He greeted the group of workers huddled around Marilyn, the office manager, who was discussing the day's work schedule with them. As the meeting broke up, Marilyn picked up a few samples from the clasper, showed them to Chet, and asked if they should be shipped that way or if it would be necessary to inspect them. Before he could answer, Marilyn went on to ask if he could suggest another clerical operator for the sealing machine to replace the regular operator, who was home ill. She also told him that Gene, the industrial engineer, had called and was waiting to hear from Chet.

After telling Marilyn to go ahead and ship the samples, he made a note of the need for a sealer operator for the office and then called Gene. He agreed to stop by Gene's office before lunch and started on his routine morning tour of the plant. He asked each foreman the types and volumes of orders they were running, the number of people present, how the schedules were coming along, and the orders to be run next; helped the folding-room foreman find temporary storage space for consolidating a carload shipment; discussed quality control with a pressman who had been running poor work; arranged to transfer four people temporarily to different departments, including two for Al in the stockroom; and talked to the shipping foreman about pickups and special orders to be delivered that day. As he continued through the plant, he saw to it that reserve stock was moved out of the forward stock area, talked to another pressman about his requested change of vacation schedule, had a "heart-to-heart" talk with a press helper who seemed to need frequent reassurance, and approved two type and one color-order okays for different pressmen.

Returning to his office, Chet reviewed the production reports on the larger orders against his initial productions and found that the plant was running behind schedule. He called in the folding-room foreman and together they went over the lineup of machines and made several necessary changes.

During this discussion, the composing-room foreman stopped in to cover several type changes, and the routing foreman telephoned for approval of a revised printing schedule. The stockroom foreman called twice, first to inform him that two standard, fast-moving stock items were dangerously low, later to advise him that the paper stock for the urgent Dillion job had finally arrived. Chet made the necessary subsequent calls to inform those concerned.

He then began to put delivery dates on important and difficult inquiries received from customers and salesmen. (The routine inquiries were handled by Marilyn.) While he was doing this he was interrupted twice, once by a sales correspondent calling from the West Coast to ask for a better delivery date than originally scheduled, once by the personnel vice president asking him to set a time when he could hold an initial training and induction interview with a new employee.

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After dating the customer and salesmen inquiries, Chet headed for his morning conference in the executive offices. At this meeting, he answered the sales vice president's questions in connection with "hot" orders, complaints, and the status of large-volume orders and potential new orders. He then met with the general manager to discuss a few ticklish policy matters and to answer "the old man's" questions on several specific production and personnel problems. Before leaving the executive offices, he stopped at the office of the secretary-treasurer to inquire about delivery of cartons, paper, and boxes and to place a new order for paper.

On the way back to his own office, Chet conferred with Gene about two current engineering projects concerning which he had called earlier. When he reached his desk, he looked at his watch. It was 10 minutes before lunch, just time enough to make a few notes of the details he needed to check in order to answer the knotty questions raised by the sales manager that morning.

After lunch, Chet started again. He began by checking the previous day's production reports, did some rescheduling to get out urgent orders, placed appropriate delivery dates on new orders and inquiries received that morning, and consulted with a foreman on a personal problem. He spent some 20 minutes at the TWX going over mutual problems with the Eastern Plant.

By midafternoon, Chet had made another tour of the plant, after which he met with the personnel director to review with him a touchy personal problem raised by one of the clerical employees, the vacation schedules submitted by his foremen, and the pending job-evaluation program. Following this conference, Chet hurried back to his office to complete the special statistical report for Universal Waxing Corporation, one of Norris's best customers. As he finished the report, he discovered that it was 10 minutes after six and he was the only one left in the office. Chet was tired. He put on his coat and headed through the plant toward the parking lot; on the way, he was stopped by both the night supervisor and night layout foremen for approval of type and layout changes.

With both eyes on the traffic, Chet reviewed the day he had just completed. "Busy?" he asked himself. "Too much so—but did I accomplish anything?" His mind raced over the day's activities. "Yes and no" seemed to be the answer. "There was the usual routine, the same as any other day. The plant kept going and I think it must have been a good production day. Any creative or special-project work done?" Chet grimaced as he reluctantly answered, "No."

With a feeling of guilt, he probed further. "Am I an executive? I'm paid like one, respected like one, and have a responsible assignment with the necessary authority to carry it out. Yet one of the greatest values a company derives from an executive is his creative thinking and accomplishments. What have I done about it? An executive needs some time for thinking. Today was a typical day, just like most other days, and I did little, if any, creative work. The projects that I so enthusiastically planned to work on this morning are exactly as they were yesterday. What's more, I have no guarantee that tomorrow night or the next night will bring me any closer to their completion. This is the real problem and there must be an answer."

Chet continued, "Night work? Yes, occasionally. This is understood. But I've been doing too much of this lately. I owe my wife and family some of my time. When you come down to it, they are the people for whom I'm really working. If I am forced to spend much more time away from them, I'm not meeting my own personal objectives. What about church work? Should I eliminate that? I spend a lot of time on this, but I feel I owe God some time, too. Besides, I believe I'm making a worthwhile contribution in this work. Perhaps I can squeeze a little time from my fraternal activities. But where does recreation fit in?"

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Chet groped for the solution. "Maybe I'm just rationalizing because I schedule my own work poorly. But I don't think so. I've studied my work habits carefully and I think I plan intelligently and delegate authority. Do I need an assistant? Possibly, but that's a long-term project and I don't believe I could justify the additional overhead expenditure. Anyway, I doubt whether it would solve the problem."

By this time, Chet had turned off the highway onto the side street leading to his home—the problem still uppermost in his mind. "I guess I really don't know the answer," he told himself as he pulled into his driveway. "This morning everything seemed so simple, but now ..." His thoughts were interrupted as he saw his son running toward the car calling out, "Mommy, Daddy's home."

Source: McNichols, T. J. (1973). The case of the missing time. Evanston, IL: Northwestern University Kellogg School of Business.

94) What principles of time and stress management are violated in this case?
Answer: The missing time 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 relative skilled person in these areas. However, comparing his activities with the principles in the text suggests that Chet's skill level is not very high.

Students might identify the following problems:

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

Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Effective Time Management
Skill: Application
AACSB: Application of knowledge

95) Which of Chet's personal characteristics inhibit his effective management of time?
Answer: Answers may include that he sincerely wants to help others (which can contribute to his failing to delegate matters), that he overestimates his ability to accomplish tasks at hand, that he gets easily distracted, that he tends to handle problems himself (upward delegation) instead of making people do their own job.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Stressors
Skill: Application
AACSB: Application of knowledge

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96) If you were hired as a consultant to Chet, what would you advise him?
Answer: He needs to make some organizational and personal changes to improve both the efficiency and effectiveness of his time. (See complete list in text; a partial list includes remedying the problems listed below.) Also necessary is a list of priorities and effective use of goals.

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 meeting

Diff: 3
Learning Objective: All
Topic: Entire Chapter
Skill: Application
AACSB: Application of knowledge

97) What are some small wins that Chet could work toward?
Answer: Perhaps he should keep track of his efforts in delegation. First, to delegate two tasks per day. Once he has achieved that, he can go up to 4 or 5.

Another idea is that he can break his long-term creative projects into smaller, more manageable units. Chet seems discouraged that he is unable to bring the project to pass. However, it seemed like he made some progress on it despite the distractions. Planning and goal-setting more methodically (including the use of small wins) will allow Chet to reduce his stress levels and increase his job performance.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Goal Setting
Skill: Application
AACSB: Application of knowledge

98) How could Chet build a stronger sense of community to manage his stress?
Answer: Community, which helps eliminate encounter stress, can be achieved by setting up work teams. In this situation, it appears that Chet feels isolated because he individually deals with employees and problems in the plant. One step he should consider is to hire an assistant. Another he should consider is to set up special work teams to brainstorm and generate creative ideas. This would help him feel more of a sense of community.
Diff: 2
Learning Objective: 2.1 Eliminate stressors
Topic: Community
Skill: Application
AACSB: Application of knowledge

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99) Should Chet consider work redesign? Why or why not?
Answer: Probably not. While work redesign helps eliminate situational stressors that arise in the workplace, it is typically oriented toward increasing freedom and autonomy for lower-level workers. Here, Chet's primary problem is that he lacks sufficient time; it is not that Chet lacks the decision-making ability to change his situation.
Diff: 3
Learning Objective: 2.1 Eliminate stressors
Topic: Eliminating Situational Stressors Through Work Redesign
Skill: Application
AACSB: Application of knowledge

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