CHAPTER 10: STRESS AND WORKER WELL-BEING

# Learning Objectives

## Module 10.1

Describe common physical and psychological stressors at work.

Identify the behavioral, psychological, and physiological consequences of stress.

## Module 10.2

Explain the Demand/Control and Person-Environment Fit models of stress.

Explain how individual difference characteristics may provide resistance to stress.

Identify the subcomponents of the Type A Behavior Pattern and describe which subcomponents can be used to predict health and performance outcomes, respectively.

## Module 10.3

Describe the 3 major approaches used in organizations to reduce and manage stress.

Give an example of a stress management training program and its intended outcomes.

Explain how social support can buffer the effects of stress on subsequent strains.

# Chapter Outline

## Module 10.1 The Problem of Stress

Studying Workplace Stress

What Is a Stressor?

Common Stressors at Work

*Physical/Task Stressors*

*Psychological Stressors*

Consequences of Stress

*Behavioral Consequences of Stress*

*Psychological Consequences of Stress*

*Physiological Consequences of Stress*

## Module 10.2 Theories of Stress

Demand–Control Model

Person–Environment Fit Model

Individual Differences in Resistance to Stress

*The Type A Behavior Pattern*

## Module 10.3 Reducing and Managing Stress

Primary Prevention Strategies

*Work and Job Design*

*Cognitive Restructuring*

Secondary Prevention Strategies

*Stress Management Training*

*Relaxation and Biofeedback Techniques*

*Social Support*

Tertiary Prevention Strategies

Summary of Stress Intervention Strategies

# Glossary Terms for Chapter 10

This list of key terms and important concepts from Chapter 10 can be used in conjunction with reviewing the material in the textbook. After reviewing Chapter 10 in the textbook, define each of the following key terms and important concepts fully. Check your answers with the textbook, and review terms with which you have difficulty. Good luck!

## Module 10.1

eustress

distress

problem-focused coping

emotion-focused coping

stressors

strains

interpersonal conflict

role stressors

role

role ambiguity

role conflict

role overload

work-life balance

work to family conflict

family to work conflict

emotional labor

challenge-related stressors

hindrance-related stressors

burnout

emotional exhaustion

depersonalization

low personal accomplishment

## Module 10.2

demand-control Model

job demand

job control

person-job (P-J) fit

person-organization (P-O) fit

## Module 10.3

primary prevention strategy

cognitive restructuring

secondary prevention strategy

stress management training

social support

tertiary prevention strategy

# Practice Questions for Chapter 10

Multiple Choice Items: Please choose the correct answer to the following questions. Answers are shown at the end of the chapter in this Study Guide.

1. \_\_\_\_\_\_\_\_\_\_ provides challenges that motivate individuals to work hard and meet their goals, while \_\_\_\_\_\_\_\_\_\_\_ results from stressful situations that persist over time and produces negative health outcomes.

a. Eustress; stress

b. Stress; eustress

c. Distress; eustress

d. Eustress; distress

2. All of the following are true of the General Adaptation Syndrome except:

a. The sequence of stages varies depending on the trauma.

b. In the alarm stage, the body releases stress hormones.

c. While coping with the source of stress, resistance to other stressors decreases.

d. Burnout, illness, and death may result unless stress is reduced.

3. Problem-focused coping:

a. involves avoiding and minimizing the problem.

b. has to do with reducing the emotional response to the problem.

c. involves creating a new and larger problem as a distraction.

d. is directed at managing the problem that is causing the stress.

4. Josh works at Lunar Company and has just been assigned to a very important project that will require a great deal of time and dedication. He has also just been elected president of the parent association at his daughter’s school. Josh doesn’t know how he will be able to handle them both. What might this be an example of?

a. Role conflict

b. Role ambiguity

c. Job overload

d. Job ambiguity

5. A moderator is

a. a variable that affects the direction or strength of the association between two other variables.

b. an objective element in the stressor-strain relationship that starts the stress reaction in individuals.

c. a method by which an individual can consciously halt the stressor-strain reaction.

d. an element that recognizes the relationship between two variables and serves to magnify the strength of the variables.

6. All of the following are characteristics of a person described as having a hardy personality except:

a. The feel a sense of commitment to their goals.

b. They feel they are in control of their lives.

c. They are critical of their environment.

d. They see unexpected change as a challenge.

7. Which strategy is concerned with modifying or eliminating stressors in the work environment?

a. Primary prevention strategy

b. Secondary prevention strategy

c. Tertiary prevention strategy

d. None of the above

8. Stress inoculation consists of all of the following except:

a. Education

b. Reflection

c. Rehearsal

d. Application

9. According to research, which of the following individuals would be least likely to engage in workplace violence?

a. A male who has a history of violence.

b. An individual with high self-esteem who received negative feedback recently.

c. A person who has a history of conflicts with co-workers.

d. A female who recently received increased job responsibilities.

# Chapter 10 Exercises

**Exercise 10.1**. Think of your last part-time or full-time job. Identify 3 stressors that you encountered in the job and note which general type of stressor each is (e.g., Physical/Task Stressor, Psychological Stressor). For each stressor, explain why you perceived it to be stressful.

**Exercise 10.2**. Control is a major theme in the stress literature. Choose 2 jobs with which you are familiar and describe whether they are likely to be perceived by job incumbents as having a high degree of control (autonomy) or a low degree of control.

**Exercise 10.3**. Describe why it is important for I-O psychologists to use Type A behavior pattern subcomponents instead of the global Type A behavior pattern in predicting health and work outcomes.

**Exercise 10.4**. Imagine that workers in the company you work for report that they are very stressed in their jobs and that executives in the company are convinced that it is best to use only secondary and tertiary stress management strategies. Provide an argument for why you think such an approach is a mistake.

# Answer Key for Multiple Choice Questions for Chapter 10

1. d

2. a

3. d

4. a

5. a

6. c

7. a

8. b

9. d