# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 15: Lecture Guide Stress Management: Dealing with the Demands of Life and Work

## Table of Contents

[Purpose and Perspective of the Chapter 2](#_Toc94857381)

[Cengage Supplements 2](#_Toc94857382)

[Chapter Objectives 2](#_Toc94857383)

[Complete List of Chapter Activities and Assessments 2](#_Toc94857384)

[Key Terms 4](#_Toc94857385)

[What's New in This Chapter 5](#_Toc94857386)

[Chapter Outline 5](#_Toc94857387)

[Discussion Questions 8](#_Toc94857388)

[Additional Activities and Assignments 9](#_Toc94857389)

[Additional Resources 9](#_Toc94857390)

[Internet Resources 9](#_Toc94857391)

[Appendix 10](#_Toc94857392)

[Generic Rubrics 10](#_Toc94857393)

[Standard Writing Rubric 11](#_Toc94857394)

[Standard Discussion Rubric 12](#_Toc94857395)

## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of stress. Students will learn the effects of stress on behavior, how to reduce stress, and how stress might lead to workplace violence.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

15-01 State the definition of stress.

15-02 Name common stressors.

15-03 Explain the common consequences of stress (strains).

15-04 Identify the effects of stress on behavior.

15-05 Recognize ways to reduce stress.

15-06 Know the importance of child-care and elder-care programs.

15-07 Explain how stress can at times result in workplace violence.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 15-01 State the definition of stress. | 4-7  7 | Activity: Discussion | 5 minutes |
| 15-02 Name common stressors. | 8-16  Workbook  10  10 | Exercise 15.1  Type A Behavior  Exercise 15.2  Optimism | 10 minutes  10 minutes |
| 15-03 Explain the common consequences of stress (strains). | 17-28 |  |  |
| 15-04 Identify the effects of stress on behavior. | 29-32 |  |  |
| 15-05 Recognize ways to reduce stress. | 33-34  Workbook  35  Workbook  36  40-42  42 | Exercise 15.3  Lifestyle Questionnaire  Exercise 15.4  Empowering and Motivating Yourself: Gaining Control Over Your Life  Activity: Discussion | 10 minutes  10 minutes  5 minutes |
| 15-06 Know the importance of child-care and elder-care programs. | 37-39 |  |  |
| 15-07 Explain how stress can at times result in workplace violence. | 45-49  49 | Activity: Discussion | 5 minutes |
| All Objectives | 2  3  51  52 | Icebreaker  Learning Objectives  Discussion: Focus on Ethics  Self-Assessment | 5 minutes  10 minutes  10 minutes  10 minutes |

[[return to top]](#_top)

## Key Terms

**Eustress:** Stress that results in positive energy and improvements in performance and health.

**Distress:** Stress that results in negative energy and decreases in performance and health.

**Type A personality:** A stress-prone person who is competitive, impatient, and hurried.

**Type B personality:** A non-stress-prone person who is relaxed and agreeable.

**Neuroticism:** A personality trait characterized by a tendency to experience such negative emotions as anxiety, anger, tension, and moodiness.

**Role conflict:** The extent to which an employee’s role and expected role are the same.

**Role ambiguity:** The extent to which an employee’s roles and expectations are unclear.

**Role overload:** The extent to which an employee is able to psychologically handle the number of roles and tasks assigned.

**Person-organization fit:** The extent to which an employee’s personality, values, attitudes, philosophy, and skills match those of the organization.

**Radiation:** One way our bodies maintain a normal temperature, by the emission of heat waves.

**Evaporation:** One way our bodies maintain a normal temperature, in which perspiration reduces excess heat.

**Effective temperature:** The combination of air temperature, humidity, airflow, and heat radiation that determines how hot or cold the environment feels.

**Circadian rhythm:** The hour cycle of physiological functions maintained by every person.

**Moonlighting:** Working more than one job.

**Perspective taking:** Rating a potential stressor by asking how bad it really is compared with all things considered or with a worst-case scenario.

**Forecasting:** Constant worrying about the future.

**Residual stress:** Stress that is carried over from previous stressful situations.

**Burnout:** The psychological state of being overwhelmed with stress.

**On-site child-care facility:** A child-care center that is located on the site of the organization employing the parent.

**Voucher system:** Child-care policy in which an organization pays all or some of its employees’ child-care costs at private child-care centers by providing the employees with vouchers.

**Referral service:** A system of child care in which an employer maintains a list of certified childcare centers that can be used by its employees.

[[return to top]](#_top)

## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* New material on recovering from stress
* Updated discussion of rest periods
* Updated discussion of the negative effects of shift work
* New suggestions for using exercise to reduce stress
* Removed dated examples of concierge services
* Updated information on international differences in vacation days
* New suggestions on keeping a good work-life balance
* Completely revised section on workplace violence
* New information on workplace bullying

[[return to top]](#_top)

## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 15. (PPT Slide 3).*

1. Stating the definition of stress (15-01, PPT Slide 4)
   1. Stress terms (PPT Slide 5)
      1. Stress
      2. Stressor
      3. Strain
   2. Types of stress (PPT Slide 6)
      1. Eustress
      2. Distress
      3. **Activity**: Discussion (PPT Slide 7, 5 minutes)
2. Naming the common stressors (15-02, PPT Slide 8)
   1. Predisposition to stress (PPT Slide 9)
      1. Stress personalities
      2. Gender, ethnicity, race
      3. Stress sensitization
   2. **Workbook Exercise 15.1**: Type A Behavior (PPT Slide 10)
   3. **Workbook Exercise 15.2**: Optimism (PPT Slide 10)
3. Explaining the common consequences of stress (strains) (15-03, PPT Slide 11)
   1. Personal stressors (PPT Slide 12)
      1. Fear
      2. Resistance
      3. Resentment
   2. Occupational stressors (PPT Slide 13)
      1. Job characteristics
      2. Organizational characteristics
   3. Correlations with employee stress (PPT Slide 14)
   4. Physical work environment (PPT Slide 15)
      1. Noise
      2. Temperature
      3. Important noise factors (PPT Slide 16)
      4. Effects of noise on type of task (PPT Slide 17)
         1. Cognitive skills
         2. Communication
         3. Perception
      5. Effects of noise on performance (PPT Slide 18)
         1. Quality more than quantity
         2. Decreased performance on cognitive tasks
         3. Decreased job satisfaction
      6. Effects of noise on health (PPT Slide 19)
         1. Hearing loss
         2. Increased blood pressure
         3. More frequent illness
      7. Effect of noise at different levels (PPT Slide 20)
      8. OSHA noise limits (PPT Slide 21)
      9. Noise reduction (PPT Slide 22)
         1. Legal limits
         2. Change the environment
         3. Reduce noise reaching employee
         4. Reduce noise emitted
   5. Temperature (PPT Slide 23)
      1. Body reduces heat through radiation and evaporation
      2. Body increases heat through constricting blood vessels
      3. Effective temperature
      4. Effects of temperature (PPT Slide 24)
         1. Depends on:
            1. Temperature
            2. Task type (PPT Slide 25)

Cognitive, physical, and perceptual task performance

Performance of machines and equipment

* + - * 1. Workload (PPT Slide 26)

High temperatures affect work performance with heavy workload

Moderate temperatures with light workloads can also be dangerous

* + - * 1. Amount of exposure
        2. Rest periods
  1. Stress caused by work schedules (PPT Slide 27)
     1. Shift work
        1. Can affect circadian rhythm
     2. Moonlighting
  2. Other sources (PPT Slide 28)
     1. Minor frustration
     2. Forecasting
     3. Residual

1. Identifying the effects of stress on behavior (15-04, PPT Slide 29)
   1. Personal (PPT Slide 30)
      1. Psychological
      2. Physical
      3. Behaviors
   2. Organizational (PPT Slide 31)
      1. Job performance
      2. Burnout
      3. Absenteeism
      4. Turnover
      5. Drug/alcohol misuse
      6. Health-care costs
   3. Signs of burnout (PPT Slide 32)
2. Recognizing ways to reduce stress (15-05, PPT Slide 33)
   1. Planning for stress (PPT Slide 34)
   2. **Workbook Exercise 15.3**: Lifestyle Questionnaire (PPT Slide 35)
   3. **Workbook Exercise 15.4**: Empowering and Motivating Yourself: Gaining Control Over Your Life (PPT Slide 36)
3. Knowing the importance of child-care and elder-care programs (15-06, PPT Slide 37)
   1. Easing the child-care burden (PPT Slide 38)
      1. Concern: lack of childcare leads to absenteeism
      2. Organizational strategies
   2. Easing the care of the older population burden (PPT Slide 39)
      1. Concern: older population care leads to absenteeism and turnover
      2. Occupational strategies
4. Recognizing ways to reduce stress continued (15-05, PPT Slide 40)
   1. Easing the daily chore burden
      1. Flexible work hours
      2. Increasing paid personal days off
      3. Providing essential services on-site
   2. Providing rest through paid time off (PPT Slide 41)
      1. Vacations
      2. Holidays
      3. Sick days
      4. Rest periods
   3. **Activity**: Discussion (PPT Slide 42, 5 minutes)
5. Explaining how stress can at times result in workplace violence (15-07, PPT Slide 43)
   1. Measuring stress (PPT Slide 44)
   2. Workplace violence (PPT Slide 46)
      1. Statistics
      2. Occupations with the most workplace homicides
   3. Workplace violence perpetrators (PPT Slide 47)
   4. Reducing workplace violence (PPT Slide 48)
      1. Security measures
      2. Better employee screening methods
      3. Increased management awareness
   5. **Activity**: Discussion (PPT Slide 49, 5 minutes)
   6. **Activity**: Applied case study (PPT Slide 50, 10 minutes)
   7. **Activity**: Discussion: Focus on ethics (PPT Slide 51, 10 minutes)
   8. **Activity**: Self-Assessment (PPT Slide 52, 10 minutes)

[[return to top]](#_top)

## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Types of Stress (PPT Slide 7, 5 minutes)
   1. Can stress be a good thing?
2. Discussion: Managing Stress (PPT Slide 42, 5 minutes)
   1. What should organizations do to reduce stress?
3. Discussion: Workplace Violence (PPT Slide 49, 5 minutes)
   1. What should a manager do if they believe an employee is dangerous?
4. Discussion: Focus on Ethics (PPT Slide 51, 10 minutes)
   1. Students will discuss listed questions about stress.
5. Career Workshop: Dealing with Stress
   1. Career workshop can be used as supplemental in-class discussion.
6. Applied Case Study (PPT Slide 50, 10 minutes)
   1. Applied case study can be used as supplemental in-class discussion.

[[return to top]](#_top)

## Additional Activities and Assignments

1. **Workbook Exercise 15.1**: Type A Behavior
   1. Exercise asks students to complete the Gardner Personality Test to determine if they are a Type A personality.
2. **Workbook Exercise 15.2**: Optimism
   1. Exercise asks students to complete a questionnaire to determine their Optimism score.
3. **Workbook Exercise 15.3**: Lifestyle Questionnaire
   1. Exercise asks students to complete a questionnaire to determine their Lifestyle score.
4. **Workbook Exercise 15.4**: Empowering and Motivating Yourself: Gaining Control Over Your Life
   1. Exercise asks students to identify areas in their life where they can gain more control and list steps they are going to take to get better control.

[[return to top]](#_top)

## Additional Resources

### Internet Resources

* <https://www.siop.org/Research-Publications/Organizational-Frontiers-Series>   
  SIOP’s Organizational Frontiers Book Series that helps students stay up to date on developments in the workplace.

[[return to top]](#_top)

## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |