

# Developments in Business Simulation & Experiential Exercises, Volume 16, 1989

## COPING WITH STRESS

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### INTRODUCTION

Stress can have negative effects on employee health that, in turn, can significantly impact employee contributions to the effectiveness of the organization. This experiential exercise will provide you with the opportunity to evaluate whether you are a person prone to stress tendencies, judge the amount of stress with which you presently cope, identify the situations you encounter that are particularly stressful, and determine techniques for coping with these stressful situations. Complete the experiential exercise as directed. (NOTE: The instructor's material that supports this experiential exercise appears at the end of the exercise.)

#### Exercise 1

Your instructor will provide you with additional information related to stress. Use the space provided below to record your reactions to this added stress-related information.

#### Exercise 2

The first step in effectively managing stress is to take an inward look at yourself and make an evaluation of whether you are a person prone to stress tendencies. Please follow the directions provided to complete the "Type A/Type B Self-Test"<sup>2</sup> and the "Self-Assessment Student Questionnaire"<sup>3</sup> below. Your instructor will explain how to interpret the results of your efforts.

#### Exercise 3

Record pertinent information from the "Extended Stress Lecturette" in the space provided below.

#### Exercise 4

- a. Utilizing information provided in the stress lecturette, jot down the degree of stress with which you are faced (refer back to Exercise 2).

- b. List below the situations that you are presently encountering that are particularly stressful. Number these situations using 1 to denote the most stressful situation, 2 the second most stressful, and so forth.

### TYPE A/TYPE B SELF-TEST

To determine your "Type A" or "Type B" profile, circle the number on the continuums (the verbal descriptions represent endpoints) that best represents your behavior for each dimension. Next, total the circled numbers and multiply this total by 3 to obtain your score. Finally, use this point total (number of total points) to determine your personality type.

Am casual about appointments	1 2 3 4 5 6 7 8	Am never late
Am not competitive	1 2 3 4 5 6 7 8	Am very competitive
Never feel rushed, even under pressure	1 2 3 4 5 6 7 8	Always feel rushed
Take things one at a time do	1 2 3 4 5 6 7 8	Try to do many things at once; think about what I am going to do next
Do things slowly (eating,	1 2 3 4 5 6 7 8	Do things fast (walking, etc.)
Express feelings	1 2 3 4 5 6 7 8	"Sit" on feelings
Have many interests	1 2 3 4 5 6 7 8	Have few interests outside work

Total your score: \_\_\_\_\_. Multiply it by 3: \_\_\_\_\_.  
The interpretation of your score is as follows:

Number of Points	Type of Personality
Less than 90	B
90 to 99	B+
100 to 105	A-
106 to 119	A
120 or more	A+

#### Exercise 5

From information provided in Figure 3 ("Extended Stress Lecturette"), what technique(s) or approach(es) will you utilize to try to cope with each stressful situation identified in Part b of Exercise 4? Explain in the space provided below.

<sup>1</sup> While the paper is worded as an exercise, space for recording student reactions is not provided due to space limitations in these proceedings.

<sup>2</sup> Adapted from R.W. Bortner, "A Short Rating Scale as a Potential Measure of Patterning a Behavior," Journal of Chronic Diseases, Vol. 22, 1966, pp. 87-91.

<sup>3</sup> T.H. Holmes and R.H. Rahe, "Social Readjustment Rating Scale," Journal of Psychosomatic Research, Vol. 11, 1967, pp. 213-218.

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### Exercise 6

Return to the stress quiz that you took earlier in the class period. Correct any mistakes that you made before having the insight gained from the "Extended Stress Lecturette." Your instructor will then provide you with the correct answers and reasoning behind those answers.

### Exercise 8

Explain what you personally have gained from involvement in this experiential exercise and how you will apply what you have learned as a prospective manager. Use the space provided below for your answer.

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### SELF-ASSESSMENT STUDENT QUESTIONNAIRE

Below are listed events, which may occur in the life of a college student. Place a check in the left-hand column for each of those events that have happened to you during the last 12 months.

Life Event	Point Values
<input type="checkbox"/> Death of a close family member	100
<input type="checkbox"/> Jail term	80
<input type="checkbox"/> Final year or first year in college	63
<input type="checkbox"/> Pregnancy (you or caused by you)	60
<input type="checkbox"/> Severe personal illness or injury	53
<input type="checkbox"/> Marriage	50
<input type="checkbox"/> Any interpersonal problems	45
<input type="checkbox"/> Financial difficulties	40
<input type="checkbox"/> Death of a close friend	40
<input type="checkbox"/> Arguments with your roommate (more than every other day)	40
<input type="checkbox"/> Major disagreements with your family	40
<input type="checkbox"/> Major change in personal habits	30
<input type="checkbox"/> Change in living environment	30
<input type="checkbox"/> Beginning or ending a job	30
<input type="checkbox"/> Problems with your boss or professor	25
<input type="checkbox"/> Outstanding personal achievement	25
<input type="checkbox"/> Failure in some courses	25
<input type="checkbox"/> Final exams	20
<input type="checkbox"/> Increased or decreased dating	20
<input type="checkbox"/> Change in working conditions	20
<input type="checkbox"/> Change in your major	20
<input type="checkbox"/> Change in your sleeping habits	18
<input type="checkbox"/> Several-day vacation	15
<input type="checkbox"/> Change in eating habits	15
<input type="checkbox"/> Family reunion	15
<input type="checkbox"/> Change in recreational activities	15
<input type="checkbox"/> Minor illness or injury	15
<input type="checkbox"/> Minor violations of the law	11

Score: \_\_\_\_\_

After checking the items above, add up the point values for all of the items checked. Your instructor will explain how to interpret your score.

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### Exercise 7

Meet with 4 or 5 other classmates and discuss the two situations that you currently face that are most stressful for you and how you plan to cope with these stressful situations. Make notes in the space provided below on other suggestions made by group members that would appear helpful in dealing with the stressful situations you face. Be prepared to share the two most unique situations discussed in your group with the remainder of the class.

### INSTRUCTOR'S NOTES

#### Purpose of this Experiential Exercise

This experiential exercise was designed to increase participant's general understanding of the increasingly important topic of stress. More specifically, it will give each participant exposure to:

1. How personal stress can be measured
2. The individual's own proneness to stress tendencies
3. The amount of stress with which each individual presently copes
4. The situations the individual encounters that are particularly stressful
5. The techniques the individual may use to cope with these stressful situations

#### How This Experiential Exercise Can Be Used and Sample Results

Exercises 1 through 6 and 8 of this experiential exercise are best completed on an individual basis. Exercise 7, a group discussion exercise involving 5-6 participants permits individuals to "bounce" their ideas off other exercise participants and, resultantly, receive feedback on the soundness of their stress reduction strategies. The class discussion that results from Exercise 7 is always quite lively. This experiential exercise usually takes approximately 75 minutes to complete. Please follow the procedure outlined below to carry out the exercise.

#### Step 1-Setting Up the Exercise

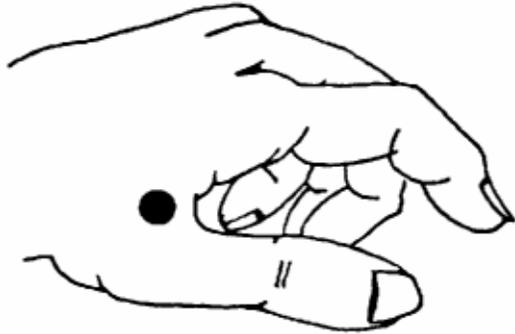
- a. On the day just preceding the class period in which this experiential exercise is to be administered, ask participants to stop past your office to pick up a reading assignment related to stress. Tell them that an envelope with multiple copies of the assignment will be taped to the outside of your office door. This, however, is a ploy. Do not provide participants with any outside reading material. If individual participants stop past your office to Inquire regarding the whereabouts of the assignment, tell them that someone picked up the entire packet, that twice the number of assignments needed for the entire class were in the envelope, and that the participant should check with fellow classmates as to the whereabouts of the other copies of the assignment. However, try not to show a great deal of concern related to the "disappearance" of the handout. You want to create the proper climate (set the stage) for what will occur in the upcoming class period (see below for more details).
- b. Duplicate a sufficient number of copies of the "Stress Quiz" in Figure 1 below so that one copy is available for distribution to each participant in your class. This will be handed out on the day

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the exercise is to be administered. More details regarding the quiz are provided below.

### Step 2-Administering the Experiential Exercise

- a. On the day of the exercise, handout one of the Biodots<sup>4</sup> (Biodots can be obtained for a very minimal charge from the source listed below) to each member of your class and ask them to attach it to the gentle dip of the juncture between the thumb and forefinger of the left hand - for a right handed person; or right hand - for a left handed person (see below). [ALLOW 2-3 MINUTES]



- b. As you are just beginning to explain the function of the Biodot, instruct your graduate assistant, student grader, or other responsible individual (i.e., departmental secretary) to interrupt the class with the delivery of the pop-quiz (Figure 1). Tell participants that you will come back to the explanation of the Biodot and proceed to administer the pop-quiz. Inform participants that the subject of the pop-quiz is the information that was presented on the stress handout that they were to pick up on your office door (of course, no handout on stress was ever made available to participants). This statement is designed to create a stressful environment so that the Biodot's function can be observed. Disregard the uproar of participant contents (be assured that they will be arguing that they did not get a copy of the stress handout). Administer the pop-quiz over their complaints. (ALLOW 6-8 MINUTES)
- c. After participants have had 5 minutes to complete the quiz and, more than likely, to grumble to their neighbor regarding the pop-quiz, ask them to turn the quiz face down on their desk (do not pick up the quiz, it will be used later in the experiential exercise in Exercise 6). Then instruct them to look at the Biodot attached to their hand and make a mental note of its color. At this point in the exercise tell participants that they had been "set-up," explain why this was done (i.e., to create a stressful environment), and assure them that the quiz will not count 15% of their course grade, as indicated in the directions at the top of Stress Quiz (Figure 1). Explain the information provided in Figure 2. Space is provided in Exercise 1 for participants to record their reactions to the first part of this experiential exercise; encourage each participant to record in this space the information provided in Figure 2 and to jot down the Biodot color that each had made a mental note of at the end of the pop-quiz. Also, tell participants not to

remove their Biodots, they will be utilized one more time later in the experiential exercise. (ALLOW 5 MINUTES)

- d. Ask participants to turn to Exercise 2 and complete the "Type A/Type B Self-Test" and the "Student Self-Assessment Questionnaire." Tell participants that after a short stress lecturette they will be able to interpret the meaning of the information they recorded on these two instruments. (ALLOW 10 MINUTES)
- e. After all participants have completed Exercise 2, deliver (or handout as notes) the "Extended Stress Lecturette" utilizing information provided on Figure 3. This is designed to expand the participant's awareness of the stress topic. Ask participants to refer to the information that they recorded in Exercise 2 at the appropriate times in the "Lecturette" (these times are specified in the lecture notes). Space is provided in Exercise 3 for participants to record the more pertinent points made during the lecturette. (ALLOW 20-25 MINUTES)
- f. Once you have delivered the "Extended Stress Lecturette," instruct participants to complete Exercise 4. As they begin to evaluate their own situations by reflecting back on Exercise 2, they may have additional questions related to the stress lecturette (Figure 3). In part b, participants are asked to rank order their most stressful situations. These, of course, will be many and varied with no predictable list. Many participants will identify those situations with the largest LCU numbers (point values) in Exercise 2. (ALLOW 5 MINUTES)
- g. In Exercise 5, participants are to develop strategies for coping with their most stressful situations. The list of coping strategies provided in Figure 3 should be especially helpful. However, participants should be instructed not to limit their options to only those on the list. (ALLOW 5 MINUTES)
- h. In Exercise 6, participants are instructed to return to the stress quiz and correct any mistakes they may have made before having the benefit of the "Extended Stress Lecturette." The correct answers to the stress quiz are provided in Figure 4 below. At this point it is also appropriate to ask participants to again examine their Biodot to see if the color has changed from their earlier observation. Ask them what caused this change in color. Of course, the answer relates to the amount of stress in the current environment as compared to that at the time the quiz was administered.
- i. In Exercise 7, participants are instructed to team up with 4 or 5 other classmates to discuss each

<sup>4</sup> Biodots can be ordered from Biodots International, Inc., P.O. Box 29099, Indianapolis, Indiana 46229.

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team member's two most stressful situations and their plans for coping with these situations. Teams are then to select the two most interesting/unique situations of all those discussed and prepare to present/discuss these with the remainder of the class. (ALLOW 15 MINUTES FOR SMALL GROUP DISCUSSIONS AND 15-20 MINUTES FOR GROUP REPORTS TO THE CLASS AND CLASS DISCUSSION.)

### Step 3-After the Exercise

Ask participants to reflect on what they have learned from this experience and, as prospective managers, how they will apply what they have learned (Exercise 8). While the reactions will vary considerably, participants should be sensitized to the fact that all experience stresses and all can be adversely impacted by it. This, of course, can be completed outside of class.

Figure 1  
STRESS QUIZ

Directions: Please Circle the best answer for each of the following questions. If your answer is false, explain why it is false in the space provided below each question. Think carefully about each question; 15 percent of your grade will be determined by this pop-quiz. Quizzes will be picked up 5 minutes after they are distributed.

- T F 1. A Person experiencing over 300 life change units (LCUs) has a 50% chance of experiencing a change in health.  
\_\_\_\_\_
- T F 2. Death of a close family member carries the largest number of life change units (LCUs).  
\_\_\_\_\_
- T F 3. Marriage carries 50 LCUs.  
\_\_\_\_\_
- T F 4. A "Type A" profile correlates highly with experienced stress and is indicative of potentially dangerous physical consequences.  
\_\_\_\_\_
- T F 5. A "Type B" personality is mild-mannered and patient, but does not play for fun (plays to win).  
\_\_\_\_\_
- T F 6. Dennis Briscoe defines stress as "A psychological and physical reaction to prolonged internal and environmental conditions in which an individual's adaptive capabilities are overextended."  
\_\_\_\_\_  
\_\_\_\_\_

- T F 7. One Source suggests that stress-related problems cost the U.S. \$75-90 billion annually, about 10 percent of the gross national product.  
\_\_\_\_\_
- T F 8. Accidents have been linked to on-the-job stress.  
\_\_\_\_\_
- T F 9. The first step in coping with stress involves taking an inward look at oneself and making an evaluation of whether you are a person prone to stress tendencies.  
\_\_\_\_\_
- T F 10. Less than 90 points on the "Type A/Type B Self-Test" is an indication of a person with a Type A personality.  
\_\_\_\_\_

Figure 2  
BIODOTS

BIODOTS, A TOOL FOR PROVIDING "BIOFEEDBACK," ARE SMALL CIRCLES OF MICROENCAPSULATED CHOLESTERIC LIQUID CRYSTALS OF A BROAD THERMAL RANGE; TO BE USED AS A GENERAL INDICATOR OF SKIN TEMPERATURE VARIANCE. BIODOTS ARE DESIGNED TO BE TRIGGERED AT 32° c.<sup>5</sup>

COLOR APPROXIMATIONS AND GENERAL INTERPRETATION OF STRESS:

BLACK.....	87.0° F	- VERY TENSE
AMBER.....	89.6° F	- TENSE
YELLOW....	90.6° F	- UNSETTLED
GREEN.....	91.6° F	- INVOLVED (NORMAL)
TURQUOISE	92.6° F	- RELAXING
BLUE.....	93.6° F	- CALM
VIOLET.....	94.6° F	- VERY RELAXED

Figure 3  
EXTENDED STRESS LECTURETTE

WHAT IS STRESS?

A PSYCHOLOGICAL AND PHYSICAL REACTION TO PROLONGED INTERNAL AND ENVIRONMENTAL CONDITIONS IN WHICH AN INDIVIDUAL'S ADAPTIVE CAPABILITIES ARE OVER-EXTENDED.<sup>6</sup>

<sup>5</sup> BIODOT INTERNATIONAL, INC., P.O. BOX 29099, INDIANAPOLIS, INDIANA 46229.

<sup>6</sup> Dennis Brisco, "Learning to Handle Stress - A Matter of Time and Training," Supervisory Management, Vol. 25, February 1980, p. 36.

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### WHY IS STRESS SUCH A "HOT" ISSUE IN BUSINESS ORGANIZATIONS TODAY?<sup>7</sup>

1. SINCE STRESS CAN HAVE DAMAGING PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECTS ON EMPLOYEES, ESPECIALLY MANAGERS, IT WILL AFFECT THEIR HEALTH AND THEIR CONTRIBUTION TO THE EFFECTIVENESS OF ORGANIZATIONS.
2. STRESS IS A MAJOR CAUSE OF EMPLOYEE TURNOVER AND ABSENTEEISM. ONE ROUGH ESTIMATE IS THAT STRESS-RELATED PROBLEMS COST THE U.S. ECONOMY \$75 TO \$90 BILLION ANNUALLY, ABOUT 10 PERCENT OF THE GROSS NATIONAL PRODUCT.
3. STRESS EXPERIENCED BY ONE EMPLOYEE CAN AFFECT THE SAFETY OF OTHER EMPLOYEES OR THE PUBLIC; FOR EXAMPLE, A PERSON WHO WORKS WITH DANGEROUS EQUIPMENT OR AN AIR TRAFFIC CONTROLLER.
4. THERE IS NOW ENOUGH KNOWLEDGE AND UNDERSTANDING OF THE STRESS AND WORK ADJUSTMENT TO INDICATE THAT MUCH OF THE STRESS EXPERIENCED BY TODAY'S EMPLOYEES IS UNNECESSARY AND CAN BE MANAGED. BY CONTROLLING DYSFUNCTIONAL STRESS ORGANIZATIONS CAN BE MANAGED MORE EFFECTIVELY.

### TO COPE WITH STRESS

1. TAKE AN INWARD LOOK AT YOURSELF AND MAKE AN EVALUATION OF WHETHER YOU ARE A PERSON PRONE TO STRESS TENDENCIES.
  - A. DO YOU DISPLAY ONE OR MORE SYMPTOMS OF "TYPE A" BEHAVIOR?
    - A "TYPE A" PERSONALITY IS "AN ACTION-EMOTION COMPLEX THAT CAN BE OBSERVED IN ANY PERSON WHO IS AGGRESSIVELY INVOLVED IN A CHRONIC, INCESSANT STRUGGLE TO ACHIEVE MORE AND MORE IN LESS AND LESS TIME, AND IF REQUIRED TO DO SO, AGAINST THE OPPOSING EFFORTS OF OTHER THINGS OR OTHER PERSONS."<sup>8</sup>
    - THE "TYPE A/TYPE B SELF-TEST" GIVES THE PARTICIPANT A CHANCE TO SEE WHETHER HE OR SHE TENDS TO BE A "TYPE A" OR A "TYPE B" PERSONALITY (PARTICIPANTS SHOULD REFER BACK TO EXERCISE 2 AT THIS TIME). A MAJORITY OF AMERICANS ARE "TYPE A," AN EVEN HIGHER PERCENTAGE OF MANAGERS ARE "TYPE A." ONE STUDY FOUND THAT 60 PERCENT OF THE MANAGERS SAMPLED WERE "TYPE A" AND ONLY 12 PERCENT WERE "TYPE B."<sup>9</sup>
    - PROFILES OF "TYPE A" AND "TYPE B" PERSONALITIES ARE LISTED BELOW. "TYPE AS" ARE MUCH MORE PRONE TO THE WORST OUTCOME OF STRESS-HEART ATTACKS. ONE LARGE STUDY FOUND THAT COMPARED WITH "TYPE BS," "TYPE AS" ARE TWICE AS PRONE TO HEART DISEASE, 5 TIMES AS PRONE TO A

SECOND HEART ATTACK, AND TWICE AS PRONE TO A FATAL HEART ATTACK. "TYPE AS" ARE TYPICALLY ON A "FAST TRACK" TO THE TOP. THEY ARE MORE SUCCESSFUL THAN "TYPE BS" ON THE WAY UP, BUT ONCE REACHING THE TOP, NOT AS SUCCESSFUL AS "TYPE BS" WHO ARE MORE PATIENT AND TAKE A BROADER VIEW OF THINGS.<sup>10</sup>

#### "TYPE A" PROFILE

- IS ALWAYS MOVING
- FEELS UNDER TIME PRESSURE
- WALKS RAPIDLY
- IS IMPATIENT
- TALKS RAPIDLY
- CAN'T COPE WITH LEISURE TIME
- IS OBSESSED WITH NUMBERS
- IS AGGRESSIVE
- IS COMPETITIVE
- DOES TWO THINGS AT ONCE
- EATS RAPIDLY
- MEASURES SUCCESS BY QUANTITY

#### "TYPE B" PROFILE

- IS NOT CONCERNED ABOUT TIME
- IS NEVER IN A HURRY
- PLAYS FOR FUN, NOT TO WIN
- DOESN'T BRAG
- IS MILD-MANNERED
- HAS NO PRESSING DEADLINES
- IS PATIENT
- RELAXES WITHOUT GUILT

### B. ARE THE NUMBER OF LIFE CHANGES YOU ARE EXPERIENCING UNHEALTHY?

- MEDICAL RESEARCHERS, SUCH AS HOMES AND RARE, HAVE VERIFIED THAT ESPECIALLY SUDDEN LIFE CHANGES DO IN FACT HAVE A VERY STRESSFUL IMPACT UPON PEOPLE.<sup>11</sup> THE MORE CHANGE, THE POORER THE SUBSEQUENT HEALTH.
- THE "SELF-ASSESSMENT STUDENT QUESTIONNAIRE" GIVES THE PARTICIPANT THE OPPORTUNITY DETERMINE THE DEGREE OF LIFE CHANGES HE OR SHE IS EXPERIENCING AND ASCERTAIN THE HEALTH RELATED CONSEQUENCES OF THIS DEGREE OF CHANGE. THE "UNHEALTHY CONSEQUENCES OF MAJOR LIFE CHANGES IN PEOPLE" SUMMARIZED BELOW CAN BE USED BY PARTICIPANTS TO JUDGE THE SERIOUSNESS OF THE LIFE CHANGES THEY ARE EXPERIENCING (PARTICIPANTS SHOULD REFER BACK TO EXERCISE 2 AT THIS TIME).
  - TAKE FOR EXAMPLE, A STUDENT WHO IS A SENIOR IN COLLEGE (63 LCUs), HAS RECENTLY HAD A SERIOUS ARGUMENT WITH HIS STEADY GIRL (45 LCUs), AND, RESULTINGLY, HAS DIMINISHED DATING (20 LCUS). THIS ALTERCATION WITH GIRLFRIEND HAS CAUSED THIS STUDENT TO MOVE IN WITH THREE OTHER BUDDIES (30 LCUs), STAY OUT LATE (18 LCUS), EAT LESS WELL-BALANCED MEALS AND CONSUME CONSIDERABLE MORE ALCOHOLIC BEVERAGES THAN PREVIOUSLY (15 LCUs). THIS INCREASE IN "PARTYING" HAS SAPPED THE LITTLE CASH THAT WAS AVAILABLE TO PAY FOR THE REMAINDER OF THE STUDENT'S

<sup>7</sup> Fred Luthans, Organizational Behavior, McGraw-Hill Book Company, New York, 1985, p. 131.

<sup>8</sup> Meyer Friedman and Ray H. Rosenman, Type A Behavior and Your Heart, Knopf, New York, 1974.

<sup>9</sup> John H. Howard, David A. Cunningham and Peter A. Rechner, "Health Patterns Associated with Type A Behavior: A Managerial Population," Journal of Human Stress, March 1976, pp. 24-31.

<sup>10</sup> Richard M. Steers, Introduction to Organizational Behavior, Scott Foresman; Glenview, Illinois, 1981, pp. 340-341.

<sup>11</sup> T.H. Homes and R.H. Rahe, "Social Readjustment Rating Scale," Journal of Psychosomatic Research, Vol. 11, 1967, pp. 213-218.

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COLLEGE EDUCATION (40 LCUS), AND THE STUDENT HAS HAD TO TAKE ON A PART-TIME NIGHT JOB (30 LCUS). BECAUSE OF WORKING LATE HOURS HE HAS MISSED THREE CLASSES AND HAS BEEN CALLED IN BY THE PROFESSOR (25 LCUs). IN OTHER WORDS, HE HAS AMASSED A TOTAL OF 286 LCUs, WHICH PLACES HIM IN THE MODERATE LIFE-CRISIS STAGE. THIS PERSON SHOULD USE THIS AS A WARNING AND AVOID OR POSTPONE OTHER MAJOR EVENTS IN THE NEAR FUTURE TO AVOID RUNNING A HIGHER RISK OF BECOMING PHYSICALLY OR EMOTIONALLY ILL.

## UNHEALTHY CONSEQUENCES OF MAJOR LIFE CHANGES IN PEOPLE

LCUs OVER 12 MONTHS	EFFECT	TERM
150-199	37% CHANGE OF EXPERIENCING A CHANGE IN HEALTH	MILD LIFE-CRISIS STAGE
200-299	50% CHANCE OF EXPERIENCING A CHANGE IN HEALTH	MODERATE LIFE-CRISIS STAGE
OVER 300	79% CHANCE OF EXPERIENCING A CHANGE IN HEALTH	MAJOR LIFE-CRISIS STAGE

- IDENTIFY THE SITUATIONS YOU TYPICALLY ENCOUNTER IN AN AVERAGE DAY THAT ARE PARTICULARLY STRESSFUL.
- DETERMINE THE TECHNIQUES THAT ARE BEST FOR COPING WITH THESE SITUATIONS. A LIST OF POTENTIAL COPING TECHNIQUES IS PROVIDED BELOW.

## SUGGESTED AIDS FOR COPING WITH STRESS

- BECOME AWARE OF YOUR STYLE OF COPING
- LEARN TO COPE BY MANAGING YOUR TIME
- MANAGE BY OBJECTIVES (SET DAILY GOALS)
- BUILD MINI-VACATIONS INTO YOUR JOB
- KNOW THE LIMITATIONS OF MANAGEMENT
- PACE YOUR WORK DAY
- BUILD UP RESISTANCE BY REGULAR SLEEP, EXERCISE AND GOOD HEALTH HABITS
- COMPARTMENTALIZE WORK AND NON-WORK LIFE
- TALK WITH PEERS ON THE JOB
- WATCH YOUR NUTRITION
- AVOID UNNECESSARILY STRESSFUL SITUATIONS
- DON'T BECOME A VICTIM OF THE RUMOR MILL (GET THE FACTS)
- MAINTAIN INTERPERSONAL RELATIONSHIPS, DON'T BECOME ISOLATED AND WITHDRAWN
- WATCH YOUR USE OF ALCOHOL AND DRUGS
- MAKE GOOD USE OF YOUR LEISURE TIME
- EXERCISE
- MEDITATE
- BIOFEEDBACK
- SEEK PROFESSIONAL HELP EARLY

Figure 4  
SOLUTION TO STRESS QUIZ

Directions: Please Circle the best answer for each of the following questions. If your answer is false, explain why it is false in the space provided below each question. Think carefully about each question; 15 percent of your grade will be determined by this pop-quiz. Quizzes will be picked up 5 minutes after they are distributed.

T F 1. A Person experiencing over 300 life change units (LCUs) has a 50% chance of experiencing a change in health.

ANSWER: A 79% chance of experiencing a change in health

T F 2. Death of a close family member carries the largest number of life change units (LCUs).

T F 3. Marriage carries 50 LCUs.

T F 4. A "Type A" profile correlates highly with experienced stress and is indicative of potentially dangerous physical consequences.

T F 5. A "Type B" personality is mild-mannered and patient, but does not play for fun (plays to win).

ANSWER: Plays for fun, not to win

T F 6. Dennis Briscoe defines stress as "A psychological and physical reaction to prolonged internal and environmental conditions in which an individual's adaptive capabilities are overextended.

T F 7. One Source suggests that stress-related problems cost the U.S. \$75-90 billion annually, about 10 percent of the gross national product.

T F 8. Accidents have been linked to on-the-job stress.

ANSWER: Turnover and absenteeism, not accidents

T F 9. The first step in coping with stress involves taking an inward look at oneself and making an evaluation of whether you are a person prone to stress tendencies.

T F 10. Less than 90 points on the "Type A/Type B Self-Test" is an indication of a person with a Type A personality.

ANSWER: "Type B" personality