

## **TOPIC: TIME AND STRESS MANAGEMENT/ORGANIZATION SKILLS**

### **SUMMARY:**

Walk into a workplace and you'll quickly form an impression of the work environment. Your first impression will most likely be based upon the demeanor of the employees and their interactions with each other. You will also notice if the work area is messy and unorganized or if it is clean and orderly. This chapter examines the influences that stress management, time management, and organization have on workplace productivity.

### **OTHER RESOURCES:**

#### **POTENTIAL GUEST SPEAKERS**

- SCHOOL PSYCHOLOGIST to speak to the class about the importance of using stress relievers.
- NUTRITIONIST to talk about the importance of eating a balanced diet.

#### **POTENTIAL FIELD TRIPS**

- Visit a HEALTH SPA to learn about various ways to relieve stress.
- Visit an EXERCISE GYM to learn about the importance and benefits of exercise and a balanced diet.

### **LEARNING OUTCOMES: *After studying these topics, you will benefit by:***

- Recognizing how **stress** affects performance
- Examining the types, causes, and methods of dealing with stress
- Identifying and utilizing **time management** tools
- Dealing with **procrastination** to improve personal productivity
- Stating how **organization** affects time and stress management
- Naming and applying organizational techniques to academic and workplace success

#### ***You are a successful student if you:***

1. Apply the tools in this chapter to create a stress management plan
2. Create and utilize a calendar system
3. Summarize ideas for organizing your work area

### **OVERVIEW OF ACTIVITIES:**

The following chart provides a quick overview of the activities for Time and Stress Management/Organization Skills. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

Activity #	Description	Related Skill and/or Learning Outcome	Applications
<b>Talk It Out</b>	Identify school stressors and positive responses; Identify stress relievers; Identify school related procrastination	Stress Procrastination	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Topic Situation</b>	Identify symptoms of stress; Identify ways to relieve stress; How to avoid procrastination	Stress Procrastination	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Think Like a Boss</b>	Critical thinking: for students to think as a boss	Stress Procrastination Organization	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #1 Recognize Stress</b>	Identify stress and the results	Stress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #2 Job Burnout</b>	How to handle job burnout	Stress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

<b>Text Activity #3 Avoid Time Wasters</b>	Identify time wasters and how to change	Time Management Organization	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #4 Identify Time wasters</b>	Keep a time log and identify time wasters	Time Management Organization	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #5 Stress Effects</b>	Physical responses of prolonged stress	Stress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #6 Time Management</b>	Tools for time management	Time Management Organization Procrastination	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #7</b>	Keeping a diet log and identify nutrition value	Stress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #8 Diet</b>	Identify a personal area needing organization	Procrastination Organization	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Writing Exercises</b>	Write about experiences with stress and ways to handle it	Stress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Additional Activity #1 Sleep Log</b>	Keep track of sleeping habits with a sleep log	Time management	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Additional Activity #2 Discussion Questions</b>	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Self-Quiz</b>	Key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

**MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

**TALK IT OUT*****1. What are common negative stressors that students face and what are possible responses?***

The purpose of this discussion is to get students to realize when they are stressed (school, tests, homework, work, transportation, money, etc.) and how to reduce that stress (realize the stressor and find a way to relieve using the stress relievers mentioned in the chapter). Encourage students to realize when they are stressed from school; this does affect other areas of life. This is a good time to mention time management, priorities, and trade-offs.

***2. What are ways you relieve stress?***

Have students discuss different ways they relieve stress.

***3. What other school related activities do students procrastinate getting completed?***

The purpose of this activity is to get students to discuss ways to use time management tools, such as a calendar to to-do-list with specific time frames for getting work done and on time without rushing. These will help with succeeding in school.

**TOPIC SITUATION RESPONSE*****1. What other symptoms of stress might Dylan experience?***

Negative stress commonly results in anger, depression, and/or distrust. Other signs of negative stress may include frequent headaches, fatigue, diminished or increased appetite, a poor immune system, or other physical weakness. Negative stress can ultimately result in ulcers, heart disease, or mental disturbances.

***2. What advice would you give a friend who has noticeable stress?***

Encourages your friend to identify the stressor and to take steps to stop it. Also give tips to help deal with the stress.

***3. What steps could Jonelle taken to avoid procrastination in this situation?***

The procrastination resulted in her being stressed and receiving a failing grade in the chemistry course, because she gave up and did not even attempt to write the paper or take the final exam. This could have been avoided by setting up a plan: break the project into smaller tasks, use a calendar to determine deadlines for each task, prioritize, and trade off other activities to have time to complete the tasks.

**THINK LIKE A BOSS**

***1. You have noticed that an employee is frequently calling in sick or appears agitated when at work. What do you do?***

These are signs of stress. As the boss, confidentially talk to the employee to identify the source of the poor behavior. If the issue is work related, assist the employee in identifying how to solve the problem. If the source of stress is unrelated to work, let the employee know that the stress is affecting the employee's work and encourage the employee to seek assistance. If employee assistance is available through the company, let the employee know. Hold workshops for all employees to learn stress relievers.

***2. You have just become the supervisor for a new department. What can you do to make the department and its employees more organized? Discuss appointment tools, necessary equipment, and software.***

Make sure each employee has a calendar (either paper or a computer program such as Outlook®). Employees should have some type of address book, a file cabinet, a shredder, and an in-box.

**Text Activity #1: Recognize Your Stress (Exercise 3-1)**

*List at least three significant stresses that you have experienced in the last year. Write the result of the stressor including how you responded mentally and/or physically.*

Students are to have three stressors and their symptoms. Answers will vary.

<b>Stressor</b>	<b>Symptoms of the Stressor (How You Respond Mentally and/or Physically)</b>
1.	
2.	
3.	
4.	
5.	

**Text Activity #2: Job Burnout** (*Exercise 3-2*)

*What can you do if you begin feeling job burnout?*

Answers will vary and may be more specific:

Use some stress relievers, get more organized, learn new skills, take some new classes, and ask for different responsibilities

**Text Activity #3: Avoid Time Wasters (Exercise 3-3)**

*List time wasters you have experienced in the past few weeks. How do these time wasters affect productivity? What change should be made?*

Answers will vary. Students must think of time wasters such as talking to a friend on the telephone instead of studying, watching television, playing games, going out, surfing the Internet, or shopping.

<b>Time Waster</b>	<b>What Was the Result? (How It Affected Productivity)</b>	<b>What Change Should be Made?</b>
1.		
2.		
3.		
4.		
5.		



1.		
2.		
3.		

**Text Activity #5: Stress Effects (Activity 3-2)**

*In addition to those mentioned in this chapter, research physical responses generated by prolonged stress. List your findings.*

Answers may vary. The following may be physical responses generated by prolonged stress:

- Hyper arousal
- Agitation
- Fat storage
- Salt retention
- Blood pressure elevation
- Loss of essential minerals
- Irregular heart rhythms
- Increase in serum triglycerides
- Increase in cholesterol levels
- Suppression of sex hormones
- Increase in gastric acid
- Accelerated blood clot formation
- Compromised immune system

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

**Text Activity #6: Time Management (Activity 3-3)**

*List five time management tools commonly used in your target career.*

Answers may vary, but may include:

Clean desk	Be able to find what is needed
Have supplies available and handy	Save time not looking for what is needed
In/out box	One touch
Check messages at a specific time	Not interrupting other work
Place items used where most handy	Not taking time to find what is needed
Don't wait time visiting	Get work done
Have a calendar handy	Know deadlines and prioritize
List activities for the day	Know deadlines and prioritize
Set priorities and determine trade offs	Determine what needs done and in what order
Stay away from games, and unnecessary Internet activities and phone calls	Focus on work
Simplify tasks and break them done	Focus on one task at a time

<b>TOOLS</b>	<b>EFFECTS</b>
1.	
2.	
3.	
4.	
5.	



**Text Activity #8: Organization (Activity 3-5)**

*Identify one space at home you need to organize. Create a plan to overcome your procrastination of dealing with this issue.*

Answers may vary, but should relate back to organizing and the tools needed such as:

- A desk
- A quiet work space
- Organization
- Supplies needed to do the job

<b>SPACE</b>	<b>PLAN</b>

## **WRITING EXERCISES**

1. Write about the most stressful time in your life. Describe how you handled the situation. Applying what you have learned in this chapter, what should you have done differently?
2. Have students research and write about the physical effects of stress.

**Additional Activity #1: Sleep Log**

Have students keep track of what time they go to bed, what time they go to sleep, how well they sleep, what time they wake, and what time they get up.

**Additional Activity #2: Discussion Questions**

1. Discuss how stress can impact your workplace performance and/or your personal performance. Give an example of how you have been stressed and how it affected you.
2. What ways have you used to elevate or reduce stress? Did it work?
3. What kind of time constraints have you run into? What did you learn in this chapter that could help?

**Self-Quiz**

**Matching Key Terms:** *In the blank column match the definition to the key term using the identifying number.*

<b>Key Terms</b>	<b>Match Definition</b>	<b>Definitions</b>
Job burnout		1. Putting off tasks until a later time
Negative stress		2. How you manage your time
Positive stress		3. A body's reaction to tense situations
Procrastination		4. A form of extreme stress where you lack motivation and no longer have the desire to work
Stress		5. Productive stress that provides strength to accomplish a task
Time management		6. Unproductive stress that affects your mental and/or physical health

**Self-Quiz Answer Key**

<b>Key Terms</b>	<b>Match Definition</b>	<b>Definitions</b>
Job burnout	4	1. Putting off tasks until a later time
Negative stress	6	2. How you manage your time
Positive stress	5	3. A body's reaction to tense situations
Procrastination	1	4. A form of extreme stress where you lack motivation and no longer have the desire to work
Stress	3	5. Productive stress that provides strength to accomplish a task
Time management	2	6. Unproductive stress that affects your mental and/or physical health

## TIME AND STRESS MANAGEMENT/ORGANIZATION SKILLS ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter 3		
Exercise 3-1		
Exercise 3-2		
Exercise 3-3		
Topic Situation: Stress symptoms		
Topic Situation: Helping relieve stress		
Topic Situation: Procrastination		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 3-1		
Activity 3-2		
Activity 3-3		
Activity 3-4		
Activity 3-5		