Stress Management

Prof. Dr. Gomaa Sayed Yousef

Stress Management

by

Prof. Dr. Gomaa Sayed Yousef

Professor of Clinical Psychology
Faculty of Arts - Cairo University

Cairo
2005

Stress Management

First Published 2005

Acknowledgment

Pathways Steering Committee Members

SN	Member Name	Title	Institution
1	Dr. Ahmed Aboulwafa Mohamed	Professor and Chief of the Department of Public International Law, Faculty of Law and Ex-Vice Dean for Postgraduate Studies, Faculty of Law	CU
2	Dr. Ahmed Farghally	Professor of Accounting and Dean of the Faculty of Commerce	CU
3	Dr. Ali Abdel Rahman	President of Cairo University	CU
4	Dr. Bassma Kodmani	Senior Program Officer, Governance and International Cooperation, Ford Foundation, Cairo Office	FF
5	Dr. Fouad Khalaf	Ex-Project Manager, Project Consultant and Local Coordinator of TEMPUS Risk Project	CU
6	Dr. Hoda Rashad	Professor and Director of Social Research Center, American University in Cairo (AUC)	NCW
7	Dr. Kamel Ali Omran	Professor of Human Resources and Organizational Behavior, Business Administration and Ex-Vice Dean for Postgraduate Studies, Faculty of Commerce	CU
8	Dr. Mahmoud Fahmy El Kourdy	Professor of Social Science and Ex-Vice Dean for Students Affairs, Faculty of Arts	CU
9	Mr. Moataz El-Alfy	Vice Chairman of Future Generation Foundation	FGF
10	Mr. Mohamed Farouk Hafeez	Secretary General and Board Member, Future Generation Foundation	FGF
11	Dr. Mohamed K. Bedewy	Dean of the Faculty of Engineering and Chairman of CAPSCU Board	CAPSCU
12	Dr. Mohamed M. Megahed	Director of CAPSCU	CAPSCU
13	Dr. Mohsen Elmahdy Said	Project Coordinator	CU
14	Dr. Salwa Shaarawy Gomaa	Professor of Public Policy and Ex-Director of Public Administration Research & Consultation Center (PARC), Faculty of Economics Political Sciences	NCW & CU
15	Dr. Sami El Sherif	Vice Dean for Students Affairs, Faculty of Mass Communication	CU
16	Dr. Sayed Kaseb	Project Manager	CU
17	Dr. Zeinab Mahmoud Selim	Professor of Statistics and Ex-Vice Dean for Students Affairs, Faculty of Economics and Political Sciences	CU

CU   **Cairo University**   **NCW National Council for Women**
FF   **Ford Foundation**   **FGF   Future Generation Foundation**
CAPSCU   **Center for Advancement of Postgraduate Studies and Research in Engineering Sciences, Faculty of Engineering - Cairo University**

Publisher Introduction

The Faculty of Engineering, Cairo University is a pioneer in the field of learning and continual education and training. The Center for Advancement of Postgraduate Studies and Research in Engineering Sciences, Faculty of Engineering - Cairo University (CAPSCU) is one of the pillars of the scientific research centers in the Faculty of Engineering. CAPSCU was established in 1974 in cooperation with UNIDO and UNESCO organizations of the United Nations. Since 1984, CAPSCU has been operating as a self-financed independent business unit within the overall goals of Cairo University strategy to render its services toward development of society and environment.

CAPSCU provides consultation services for public and private sectors and governmental organizations. The center offers consultation on contractual basis in all engineering disciplines. The expertise of the Faculty professors who represent the pool of consultants to CAPSCU, is supported by the laboratories, computational facilities, library and internet services to assist in conducting technical studies, research and development work, industrial research, continuous education, on-the-job training, feasibility studies, assessment of technical and financial projects, etc.

Pathways to Higher Education (PHE) Project is an international grant that was contracted between Cairo University and Ford Foundation (FF). During ten years, FF plans to invest 280 million dollars to develop human resources in a number of developing countries across the world. In Egypt, the project aims at enhancing university graduates' skills. PHE project is managed by CAPSCU according to the agreement signed in September 22nd, 2002 between Cairo University and Ford Foundation, grant No. 1020 - 1920.

The partners of the project are Future Generation Foundation (FGF), National Council for Women (NCW) and Faculties of Humanities and Social Sciences at Cairo University. A steering committee that includes representatives of these organizations has been formed. Its main tasks are to steer the project, develop project policies and supervise the implementation process.

Following the steps of CAPSCU to spread science and knowledge in order to participate in society development, this training material is published to enrich the Egyptian libraries. The material composes of 20 subjects especially prepared and developed for PHE programs.

Dr. Mohammad M. Megahed
CAPSCU Director
April 2005

Foreword by the Project Management

Pathways to Higher Education, Egypt (PHE) aims at training fresh university graduates in order to enhance their research skills to upgrade their chances in winning national and international postgraduate scholarships as well as obtaining better job.

Pathways steering committee defined the basic skills needed to bridge the gap between capabilities of fresh university graduates and requirements of society and scientific research. These skills are: mental, communication, personal and social, and managerial and team work, in addition to complementary knowledge. Consequently, specialized professors were assigned to prepare and deliver training material aiming at developing the previous skills through three main training programs:
1. Enhancement of Research Skills
2. Training of Trainers
3. Development of Leadership Skills

The activities and training programs offered by the project are numerous. These activities include:
1. Developing training courses to improve graduates' skills
2. Holding general lectures for PHE trainees and the stakeholders
3. Conducting graduation projects towards the training programs

Believing in the importance of spreading science and knowledge, Pathways management team would like to introduce this edition of the training material. The material is thoroughly developed to meet the needs of trainees. There have been previous versions for these course materials; each version was evaluated by trainees, trainers and Project team. The development process of both style and content of the material is continuing while more courses are being prepared.

To further enhance the achievement of the project goals, it is planned to dedicate complete copies of PHE scientific publications to all the libraries of the Egyptian universities and project partners in order to participate in institutional capacity building. Moreover, the training materials will be available online on the PHE website, www.Pathways-Egypt.com.

In the coming phases, the partners and project management team plan to widen project scope to cover graduates of all Egyptian universities. It is also planned that underprivileged distinguished senior undergraduates will be included in the targeted trainees in order to enable their speedy participation in development of society.

Finally, we would like to thank the authors and colleagues who exerted enormous efforts and continuous work to publish this book. Special credit goes to Prof. Fouad Khalaf for playing a major role in the development phases and initiation of this project. We greatly appreciate the efforts of all members of the steering committee of the project.

Dr. Sayed Kaseb   **Dr. Mohsen Elmahdy Said**

Project Manager   **Project Coordinator**

Table of Contents

Chapter 1: Introduction

Stress is being stopped by a policeman after running a red light.
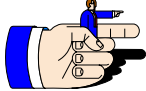
Most of us have more firsthand experience with stress than we care to remember. **Stress is being stopped by a policeman after running a red light.** *It is waiting to take a test when you are not sure that you have prepared well enough or studied the right material. It is missing a bus on a rainy day full of important appointments.* (Taylor, 1999, p.168.)

It is virtually impossible to read extensively in any of the biological or social sciences without running into term stress. The concept is even more extensively discussed in the health care fields, and it is found as well in economics, political sciences, business, and education. At the popular level, we are flooded with messages about how stress can be prevented, managed, and even eliminated (Lazarus & Folkman, 1984, p.1).

No one can say for sure, why interest in stress has gained such widespread public attention. It is fashionable to attribute this to rapid social change, to growing anomie in an industrial society which we have lost some of our sense of identity and our traditional anchors and meaning, or to growing affluence which frees many people from concerns about survival and allows them to turn to a search for higher quality of life.

The issues, encompassed by the concept of stress, are certainly not new. The term stress antedates its systematic or scientific use. It was used as early as the 14th century to mean hardship, straits adversity or affliction. In the late 17th century Hooke used stress in the context of the physical sciences although this usage was not made systematic until the early 19th century. The concepts of stress and strain survived and in the 19th century medicines. Stress was conceived as a basis of ill health.

Although, scientific interest in stress had been developed in many sciences like sociology, anthropology, physiology psychology, medicine and endocrinology, there are two disciplines that had more interest than others in stress research. The first is biology and the second is psychology (Fleming et al., 1984). One of the earliest contributions to stress research in the 20th Century was Walter Cannon's (1932) description of the fight – or flight response. Cannon proposed that when the organism perceives a threat, the body is rapidly aroused and motivated via the sympathetic nervous system and the endocrine system. This concerted physiological response mobilizes the organism to attack the threat or the flee; hence, it is called the fight or flight response.

The fight or flight response is adaptive

BE CAREFUL

Cannon reasoned, on one hand, the fight or flight response is adaptive because it enables the organism to respond quickly to threat. On the other hand, he concluded, stress can be harmful to the organism because it disrupts emotional and physiological functioning and can cause medical problems over time. In particular, when an organism is unable to either fight or flee and is exposed to prolonged stress, the state of psychological arousal may continue unabated, laying the groundwork for health problems. (Taylor, 1999, p. 169).

Important early contribution

Another important early contribution to the field of stress is Hans Selye's work on the general adaptation syndrome. Although Selye initially explored the effects of sex hormones on physiological functioning, he became interested in the stressful impact his interventions seemed to have. Accordingly, he exposed rats to a variety of prolonged stressors – such as extreme cold and fatigue – and observed their physiological responses to his surprise, all stressors, regardless of type, produced essentially the same pattern of all led to an enlarged adrenal cortex, shrinking of the thymus and lymph glands and ulceration of the stomach and duodenum, Thus we can say that Selye's work more closely explored adrenocortical responses to stress (Alloy et al., 1996, p.208; Oltmanns & Emery 1998, p. 288; Taylor, 1999, p.169).

The general adaptation syndrome consists of three phases

3♣
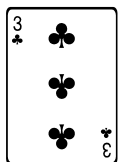
The general adaptation syndrome consists of three phases. In the first phase, **alarm**, the organism becomes mobilized to meet the threat. In the second stage, **resistance**, the organism makes efforts to cope with the threat, as through confrontation. The third stage, **exhaustion**, occurs if the organism fails to overcome the threat and depletes its physiological resources in the process of trying (Taylor, 1999, p.170).

On the strictly individual psychological side, **stress was, for, a long time, implicit as an organizing framework for thinking about psychopathology, especially in the theorizing of Freud and later psychodynamically oriented writers.** However, anxiety was used rather than stress. The word stress did not appear in the index of psychological abstracts until 1949. World War II had a mobilizing effect on stress theory and research. Indeed one of the earliest psychological applications of the term stress is found in a landmark book about the war by Grinker and Spiegel (1945) entitled "Men under stress". (Lazarus & Folkman, 1984, p. 5).

Richard Lazarus (1966) has been an important figure in the study of psychological stress and has elaborated it in several ways. (Davison and Neale, 1994, p. 191). The importance of Lazarus's work arises from his concern by the process of coping, that others called stress management.

Since the 1960s there has been growing recognition that while stress is an inevitable aspect of the human condition, it is coping that makes the big difference in adaptational outcome.

Measurement of stress

Holmes and Rahe must be remembered when we talk about the measurement of stress. They put a list of life events that constitute the famous instrument for measuring the stress, which is called, the Social Readjustment Rating Scale (SRRS) (Ibid., p.192).

In Egypt, many researchers conducted more than one research in stress and stressful life events. They used to use some instruments like SRRS by Holmes and Rahe and the life event that used by Hammen and other tools. *Now there are some trials to design local questionnaires that consider cultural differences.* We can say that there are a large literature about stress and stressful life events in its relation with many other variables. Many of Egyptian researches are treating stress as it is equal to pressures or psychological pressure (See: Yousef, 2000, a,b,c).

We can say after all that stress was the subject of research in many fields in the past and still in the present and will be in the future for sure.

Chapter 2: Stress Concept and Definition

Definition

Stress is a term that has been linked to varied concepts and operations. For some researchers **it is stimulus**, for others it is **an inferred inner state** and for still others it is an **observable response to stimulus or situation.** Thus the use of the term is somewhat hazardous because of the lack of consensus that prevails in stress research. (Dohrenwend & Dohrenwend, 1974).

Some other researchers prefer to use the term stressor to refer to events that can cause stress, the organism's biological and behavioral response to the stressor (Davison & Neale, 1994, p.191).

To solve the problem, some researchers suggest to be more precise in our usage of stress we must use stressor when talking about a cause of stress and the word stress when talking about the response to stressor (Holmes, 1994, p.39).

2.1 Stress as Stimulus

Stress as
Stimulus

The most common definition of stress adopted by psychologists has been that **it is a stimulus.** Stress stimuli are most commonly thought of as events impinging on the person. Stimulus definitions also include conditions arising within the person (like hunger or sex) and arising also from neurological characteristics. There are many kinds of events from environment called stressors, which can classified in three types – according to Lazarus & Cohen: Major changes, often cataclysmic, affecting large numbers of persons, major changes affecting one or a few persons, and daily hassles. (Lazarus & Folkman 1984, p.12).

So we can define stress as challenging event that requires physiological, cognitive or behavioral adaptation (Oltmanns & Emery, 1998, p. 287).

2.2 Stress as Response

Stress as
Response

Selye, for example, **continued to consider stress as a response to environmental conditions,** defined on the basis of such diverse criteria as emotional upset, deterioration of performance, or physiological changes such as increased skin conductance or increases in the levels of certain hormones (Apply & Trumball, 1967).

Others like Lazarus say that stress cannot be objectively defined. So, he suggests that the way we perceive or appraise the environment determines when stress is present. More specifically, stress is experienced when a situation is appraised an exceeding the persons adaptive resources. This is an important notion, for it allows us to account for individual differences in how people respond to the same events (Davison & Neale, 1994, p.191).

Stress as
Relationship
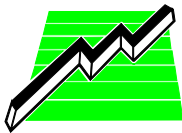
2.3 Stress as Relationship

Therefore, **most definitions of stress emphasize the relationship between the individual and the environment.** Stress is the consequence of a person's appraisal processes; the assessment of whether personal resources are sufficient to meet the demands of the environment. *Stress, then, is determined by person-environment fit. When a person's resources are more than adequate to deal with a difficult situation, he or she may feel little stress.* When the individual perceives that his or her resources will probably be sufficient to deal with the event but only at the cost of great effort, he or she may feel a moderate amount of stress. *When the individual perceives that his or her resources will probably not suffice to meet an environmental stressor, he or she may experience a great deal of stress. Stress, then, results from the process of appraising events (as harmful, threatening or challenging), of assessing potential responses, and of responding to those events (Lazarus & Folkeman, 1984, p.19; Taylor, 1999, p.169).*

Here**, stress can be defined as state of an organism subjected to a stressor it can take form of increased autonomic activity and in the long term,** cause the breakdown of an organ or development of a mental disorder (Davison & Neale, 1994, p. G. 25)

Chapter 3: Determinants of Stress

Determinants
of Stress

Some researchers see that it **is actually somewhat difficult to define stressor** *because what may be a stressor for one individual may not be a stressor for another individual.* In operational definition, stressors are situations that require major adjustments that overtax us. Both negative and positive situation can be stressful because they can both require major adjustments (Holmes, 1994, p.39).

However, stressor is an event that occasions stress in an organism; for example, loss of a loved one. (Davison & Neale, 1994, p. G. 25). As a conclusion, **the definition of stress is very difficult but it is not impossible.**

Characteristics
of Stressful
Events

3.1 Characteristics of Stressful Events

Events themselves are not inherently stressful. Rather, whether they are stressful or not, depends on how they are appraised by individual. **There are some characteristics that make them more likely to be appraised as stressful such as:**

a) **Negative events** are more likely to produce stress than are positive events. Negative events show stronger relationship to both psychological distress and physical symptoms than do positive ones (Mc Farland et al., 1980).

b) **Uncontrollable or unpredictable events** are more stressful than controllable or predictable ones. For example, unpredictable bursts of noise are experienced as more stressful than are predictable ones. Under some circumstances, feelings of control not only mute the subjective experience of stress but also influence biochemical reactivity to it (See : Taylor, 1999, p.177).

c) **Ambiguous events** are often perceived as more stressful than are clear-cut events.

d) **Overloaded people** are more stressed than are people with fewer tasks to perform (Cohen & Williamson, 1991). These last two characteristics will be illustrated when we talk about the causes of stress.

e) **People may be more vulnerable to stress** in central life domains than in peripheral ones.

f) **People appear to have characteristics patterns** of physiological response which called individual response activity, so some people respond stressfully to events rather than others (Alloy et al., 1996, p. 210).

g) **Some people appear to have psychological characteristics** which help to insulate them from the effects of their life experiences

3.2 Indicators of Stress

Indicators of Stress

Researchers have used many different indicators of stress. It can be summarized in:
   a) **Self reports of perceived stress**, life changes, emotional distress, irritability, anxiety and depression.
   b) **Behavioral measures**, such as task performance under stress.
   c) **Physiological measures of arousal**, such as skin conductivity, heart rate and blood pressure.
   d) **Biochemical markers** especially blood levels and urinary levels (especially cortisol) and Catecholamines (Baum et al. 1982).

3.3 The Other Side of Stress

The Other Side of Stress

Some people may wonder whether stress is a bless or a curse. Many can answer that it is *curse because they relate between stress and physical illness,* emotional distress and psychological disorders. We must differentiate between stressors according to its levels and kinds. Although negative stressors, dangerous events, cataclysmic events and even minor stressful events (daily hassles) cause bad consequences, there are positive events which can cause some pleasure and satisfaction. Some researchers suggest that positive events can also be stressful. But we can say that we are in need of emotional, affective and physiological arousal to continue awareness and to gain motivation which is very important for many aspects of life, especially in our work. (Hellal, 1994, p. 13). *Thus, stress is not automatically bad for individual employees or their organizational performance.* In fact, it is generally recognized that, at least, low levels of stress can even enhance job performance. For example, focus on a time when you have been working under fairly intense pressure and performing well. How were you feeling? *One recent study found that mild stress, such as getting a new supervisor or being involuntarily transferred, may result in an increased search for information in the job.* This may lead employees to new and better ways of doing their job. Also mild stress may get employees "Juices" flowing and lead to increased activity, change, and overall better performance (Cranwell –Ward, 1987, p.84; Luthans, 1992, p. 410). We can conclude that "stress is not completely a bless and not totally curse."

Causes of
Stress

3.4 Causes of Stress

Causes of stress are one issue that have been studied intensively. There are different ways for the classification of causes. **The causes can be classified according to the degree (Stressful life events, daily hassles and chronic strains) or according to the place in which it can occur (at home, at school, at work… etc), or according to the source (individual – environment or internal-external).** The problem is that, these classifications are not completely independent, they are more interdependent. They also, have integrative and complementary effects. We can use, for practical purposes, simple classification which includes most of the causes. We must note that these causes vary according to type of job, to the individual, to the situation, but the following are the most common.

Stressful life
events

1) **Stressful life events** which range from cataclysmic events such as the death of one's spouse to more mundane and still problematic events such as moving to a new home (see for example, Yousef, 2000, a,b,c).

Daily hassles
or minor
stressful life
events

2) **Daily hassles or minor stressful life events** such as being stuck in traffic jam, waiting in a line, or having difficulty making a small decision. In some studies hassles proved to be better predictor of symptoms than were major life events (Levy et al., 1997).

Chronic strains

3) **Chronic strains**, some people continue to show signs of stress in response to severe chronic strain in their lives. One type of chronic strain results from severely traumatic or stressful events whose residual effects may remain with the individual for year. Post traumatic stress disorder (PTSD) is an example of this kind of chronic stress (Baum et al., 1993).

These three major categories can be divided into other sub-categories such as:

Social and
Economic
Stressors

1) Social and Economic Stressors
- Political climate
- National security
- Government regulation
- economic system stability
- Economic and financial problems
- Technological changes
- Cultural and value change
- Community environment
- Class and residential conditions
- Crimes and rape

Personal and Family Life Stressors

2) Personal and Family Life Stressors

- Conflict between home and work
- Exposure to natural and human disasters
- Problems with family members
- Problems with family members expectations
- Problems with friends and relations
- Dual career marriage
- Marital dysfunction
- Sexual problems and dysfunction
- Divorce and separation
- Step family stressors
- Abuse in childhood
- Responsibility for children
- Son's problems at school and university
- Individual life style
- Stressors in holidays and travel
- Stressors in feasts and social occasions
- The attempting to combine multiple roles simultaneously

Internal Stressors

3) Internal Stressors

- Self expectation
- Own aspirations and goals
- Fear of loosing job
- Fear of incompetence
- Fear of being ill
- Fear of looking foolish
- Anxiety over external stressors
- A negative approach to life
- Unpleasant negative responses
- Sense of frustration
- Lack of self management
- Internal demands and needs
- Individual dispositions and personality traits (type A personality, lack of personal control, learned helplessness, lack of self efficacy and psychological hardiness).
- Feelings of uncertainty.
- Suspense and apprehension.
- Physical, mental and spiritual health problems.

Job and Occupational Stressors

4) Job and Occupational Stressors

Job and occupational stress has more than one source. It can due to many reasons such as:

a) Organization stressors:

- Amount of red tape (bureaucracy)
- Changes in the organization
- High technology
- Service industry
- Organization climate
- Organization policies.

Organization stressors

The job
stressors

b) The job stressors:

The physical conditions of work like: drab surroundings, dirty conditions, poorly serviced machinery or equipment, poor light, inadequate ventilation, too high or too low temperature, over crowding, lack of privacy, polluted atmosphere, un acceptable noise levels, and inadequate stuff facilities :

- Amount of work
- The changing pattern of work
- Work overload
- Work pressures
- Responsibility of people rather than materials
- Responsibility for decision making
- Job insecurity
- Lack of control over work
- Job dissatisfaction
- Disappointments.

Career
stressors

c) Career stressors:

- Role conflict and role ambiguity
- Perceived inadequate career development
- Lack of clear goals
- The plateaued manager
- Workaholic boss
- The impact of unemployment
- Under staffing
- Inadequate training
- Poor management
- Incompetent boss
- Comfort factor
- Competition
- Compensation.

Relationship
problems
stressors

d) Relationship problems stressors:

- Problems with supervisor.
- Problems with subordinates.
- Conflict with colleagues.
- The inability to develop satisfying social relationship at work.
- Lack of group cohesiveness.
- Lack of social support.

(For more details see: Cranwell-ward, 1987; Dore, 1990; Luthans, 1992, Baum et al., 1993; GUPCO, 1999; Taylor, 1999).

Chapter 4: Stress Consequences

Stress
Consequences

There are a huge amount of researches that introduce evidence that **stress can affect psychological and physical health directly by changes in physiology or indirectly, through health relevant behaviors** (Taylor, 1999, p.185). So response to stressors can be expressed both physically and psychologically (Dore, 1990, p.7).

Figure 4.1 illustrates steps in the process that can lead from stressors to abnormal behavior.

Presence of a Potential Stressor (a situation that requires an adjustment by the individual)		
Awareness and Appraisal of the Potential Stressor		
Attempts to Cope with the Potential Stressor (constructive attempts to solve the problem or adjust to it)		
If Coping is Effective, the process stops.		
Stress Response		
Psychological Responses (e.g. anxiety)	←→	Physiological Responses (e.g. heart rate)
Defenses (attempts to reduce stress without solving the underlying problem)		
Abnormal Behaviors		
Defense Reduces Stress but Distorts Behavior (e.g. agoraphobia)		Defense Fails and Psychological Arousal Persists (e.g. anxiety)
Defense Fails and Physiological Arousal Persists (e.g. physical health problems)		Defense Fails and Stress Triggers Predisposition (e.g. schizophrenia, depression

Figure 4.1 Steps in the process that can lead from stressors to abnormal behavior. (Through: Halmes, 1994, Page 41).

Research shows that people who are not coping with stress do not concentrate fully, and thus, they increase their risk of having accidents (Through: Taylor, 1999, p.185). On the other hand, there is some research evidence indicating the relationship between stress and especially absenteeism and turnover (Luthans, 1992, p.413)

Medical experts generally agree that many illnesses are stress related, they are, often, described as stress induced (Dore, 1990, p.14, Cranwell-Ward, 1987, p.79), as shown in Figure 4.2.

```
            ┌─────────────────────────────────┐
            │   Environmental demands          │
            │   (Stressors or life events)     │
            └─────────────────────────────────┘
                           │
                           ▼
            ┌─────────────────────────────────┐
            │   Appraisal of demands           │
            │   and of adaptive capacities     │
            └─────────────────────────────────┘
                   │                │
                   ▼                ▼
          ┌──────────────┐   ┌──────────────┐
          │  Perceived   │   │   Benign     │
          │   stress     │   │  appraisal   │
          └──────────────┘   └──────────────┘
                   │
                   ▼
          ┌─────────────────────────────────────┐
          │   Negative emotional responses       │
          └─────────────────────────────────────┘
                   │
                   ▼
          ┌─────────────────────────────────────┐
          │   Physiological or behavioral        │
          │   responses                          │
          └─────────────────────────────────────┘
              │                    │
              ▼                    ▼
     ┌──────────────────┐  ┌──────────────────┐
     │ Increased risk of│  │ Increased risk of│
     │ physical disease │  │ psychiatric      │
     │                  │  │ disease disorder │
     └──────────────────┘  └──────────────────┘
```
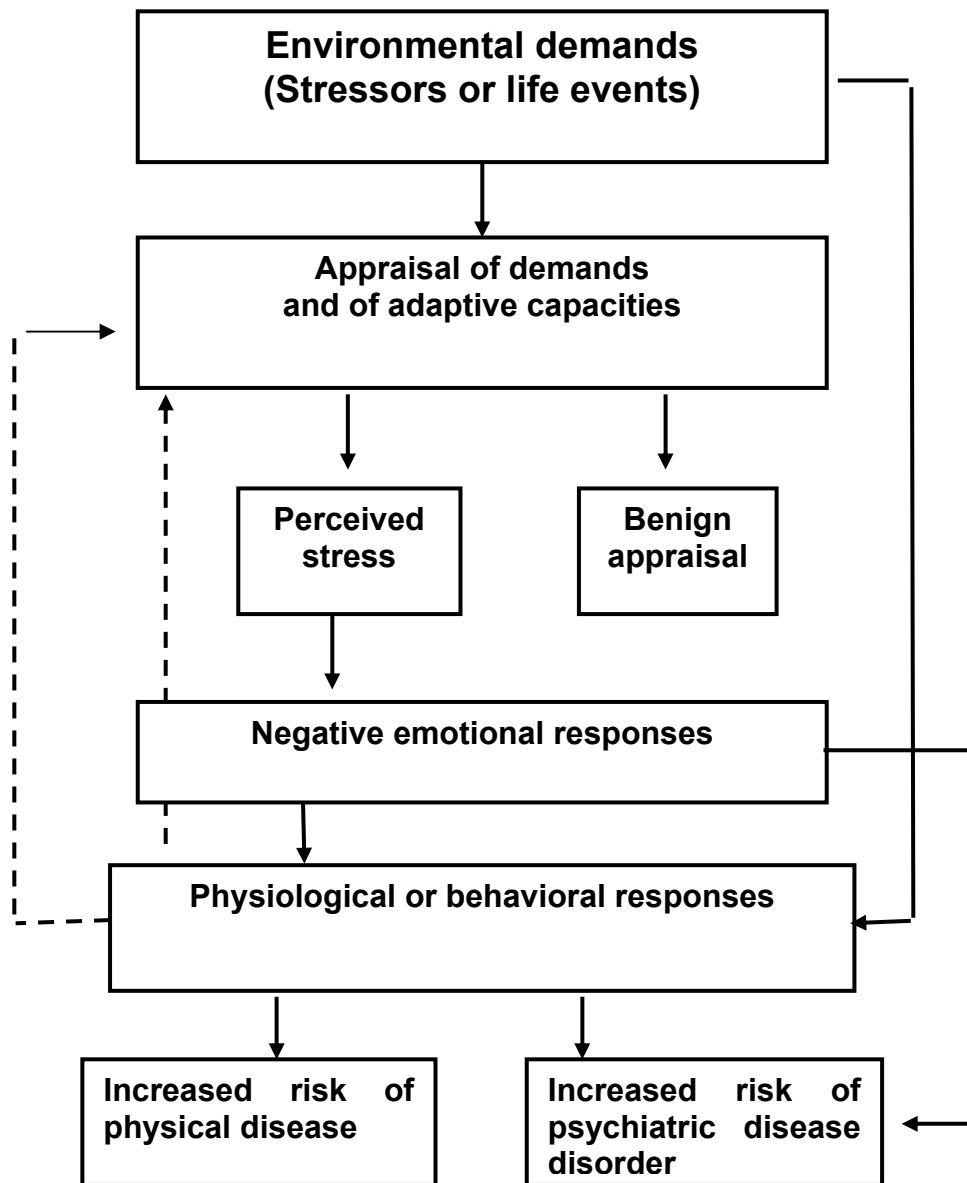
Figure 4.2: Stress can produce both physical disease and psychiatric illness. (Through: Taylor, 1999, page 186)

Physical
Diseases
and
Problems
Due to
Stress

4.1 Physical Diseases and Problems Due to Stress

Most of the attention and the basic research over the years has been devoted to the impact that stress has on the physical health. Research has shown that chronic stress lowers resistance to illness and intensifies its impact. The impact of stress depends on the severity and duration of the pressure and the own vulnerability to it. Prolonged stress can often lead to particular physical response depending on the point of weakness (Cranwell-Ward, 1987, p.79)

Some stressors related illnesses are killers, other physical effects are less severe. A high level of stress is accompanied by high blood pressure and high level of cholesterol may even result in heart disease, ulcers, and arthritis. There may even be a possible link between stress and cancer (Cranwell – Ward, 1987, p.79; Luthans, 1992, p.411). Figure 4.3 illustrates the stress – illness relationship (Through. Taylor, 1999, page 204).
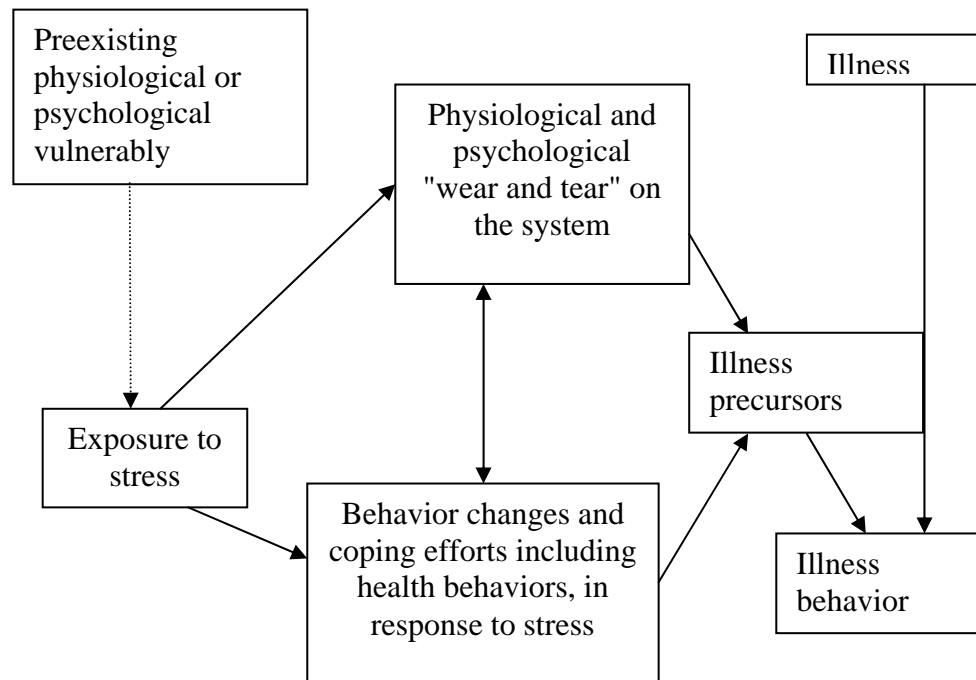
Figure 4.3: The stress – illness relationship

Obviously, **not all these diseases can be directly linked to stress**; environmental conditions and the person's general state of health, heredity and medical history can also contribute. However, there seems to be enough evidence that stress can and does contribute to this dreaded disease and to other physical problems as well (Luthans, 1992, p.411).

Mouth

The list of stress related illnesses and problems include:
- **Mouth**
  - Ulcers

- **Cardiovascular system**
  - Heart attack
  - Palpitations
  - Hypertension (high blood pressure)
  - Angina
  - Migraine
  - Hamorrhoids

- **Digestive tract**
  - Colic
  - Diarrhea /constipation
  - Ulcers
  - Diabetes

- **Reproductive organs**
  - Premenstrual tension (f)
  - Impotence (m)
  - Menstrual disroders (f)

- **Lungs**
  - Asthma
  - Coughs
  - Dizziness
  - Fainting
  - Breathlessness / Breathing difficulties

- **Hair**
  - Alopecia

- **Skeletal – muscular system**
  - Muscular twitches
  - Back –ache
  - Neck-ache
  - Tension headache
  - Arthritis
  - Gnashing of teeth

- **Bladder**
  - Irritability and need to urinate frequently

- **Skin**
  - Eczema
  - Psoriasis

Psychological
and
Behavioral
Problems
Due to
Stress

4.2 Psychological and Behavioral Problems Due to Stress

While considerable attention has been given to the **relationship between stress and physical health especially within the medical community, not as much has been given to the impact of stress on mental health** (Luthans, 1992, p.412; Yousef 2000 a,b,c). Now we think that psychological problems that resulting from stress is very important like physical ones if not more. The list of stress-related psychological and behavioral disorders and problems include:

- Anxiety
- Depression
- Anger and aggression
- Irritability and fatigue
- Nervousness
- Tension and boredom
- Severely lowered self esteem
- Loss of concentration
- Forgetfulness or impaired memory
- Panic-attacks
- Chronic indecisiveness
- A variety of phobias
- Tics
- Impatience with self and others
- Frustration and worry
- Proneness to accidents
- Inability to relax and hyperactivity
- Irrational decisions and impulsive behavior
- Undereating and overeating
- Sleeplessness or insomnia
- Increased smoking and drug abuse

(Cranwell – Ward, 1987, p.8; Dore, 1990, p. 9-15).

We must recognize, here, that stress has a dual negative role. On one hand, it contributes, as we already have shown, in many and many physical and psychological illnesses and problems which need a big efforts and financial resources to be reduced and managed. On the other hand, those ill and maladjusted people cannot do their work as good as it should be, so they can be considered a waste and this cost the organizations and institutions more and more. Stress, related to physical and mental health disorders, account for an enormous and growing percentage of disability and social security payments to workers. Raining in these substantial costs to the economy has become an important priority (Through : Taylor, 1999, p.194). It is not surprising, therefore, that a large body of literature has examined the causes and consequences of occupational stress.

Chapter 5: Burn Out

As you can see, working life today can be extremely stressful. What happens when motivated, idealistic, committed, bright people choose a career because it promised a lifetime of satisfaction, would give their lives meaning, and maybe, would make the world a little better place-only to find several years later that stress seems to be unrelenting, they really won't be able to achieve the high career goals they set for themselves and they probably won't make a major impact on their company? These top performers are prime candidates for burn out.

5.1 The Reality of Burn Out

The Reality of Burn Out

Burn out is physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding and very stressful combined with high personal expectations for one's performance. It happens when work loses its meaning, and the ratio of stress to rewards leans heavily towards stress. People, who are most prone to burn out, are those who need and want to feel that they are doing something useful and important at work-in short, the best and brightest.

*Some theorists contend that all jobs have three stages-which they call the **"learn-do-teach"** cycle of work.* **In the first stage**, *you learn your job the skills, specific tasks, and politics of a specific job function.* This period is typically very stressful, but workers handle the stress well because they are challenged and excited by the new job and because they are rewarded by seeing results coming from their growing mastery of the position. **The length of time**, *a person stays at this stage, is determined by the complexity of the job, the existing knowledge a person already has and the available learning and support sources.*

After the basics have been mastered, a worker moves into the do phase-you **"just do it"** *every day, every week and feel a sense of satisfaction and mastery in getting the job done well.* If the rewards are adequate, and stress and frustration are kept to tolerable levels, **employees can stay in this part of the cycle for a very long period of time**.

Eventually, however, you learn all that you can about your job and its intricacies, and you reach a point where you feel you can do it with your eyes closed. **At that point**, *it becomes important for you, as an expert, to pass your knowledge and skills down to others - to teach -* so that you can move on to something else, learn something new, and repeat the learn-do-teach cycle with all of its excitement and rewards.

If you are prevented from moving on to learning new things (which is very common in some organizations that don't want to promote valuable team players out of the position they mastered), or if stress, pressure, and frustration continue at high levels, the symptoms of burn out can begin to creep into your working life.

Symptoms of
Burn Out

5.2 Symptoms of Burn Out

Sometimes the symptoms of burn out can be missed and attributed to other situational stresses of life changes. But close examination reveals that there are three sides to burn out:

- **Physical exhaustion.**
This aspect is characterized by fatigue, nausea, muscle tension, changes in eating and sleeping habits, and generally a low energy level. Probably, the first symptom most sufferers notice is a general malaise, an ennui with no apparent cause. Sometimes people say, "I don't know, I just get so tired by lunch or early afternoon."

- **Emotional exhaustion.**
This is expressed as feeling frustrated, hopeless, trapped, helpless, depressed, sad, a pathetic about work. People say they feel that their "soul is dying" or report frequently feeling irritated or angry for no specific reason. The scariest part is when they just don't care anymore about parts of their job that were really important to them earlier in the cycle.

- **Mental exhaustion.**
Sufferers are dissatisfied with themselves, their jobs, and life in general, while feeling inadequate, incompetent, or inferior – even though they are not any of those things. *Over time, mental exhaustion causes people to see customers, patients, clients, or colleagues as sources of irritation and problems rather than as challenges or opportunities.* They also tend to believe that there is something wrong with themselves because the work that once gave them such pleasure has gone stale and flat. Then they add self-blame to the mental exhaustion mix.

Although many of these symptoms occur in other stress-related problems, such as depression and alienation, there are significant differences. Clinical depression tends to affect all aspects of a

person's life, whereas people suffering from burn out can function very well in the nonworking aspect of their lives. Alienation is common in people who never expected anything from their jobs but a paycheck, while burn out candidates is highly motivated, committed workers. The time component is indicative: Burn out occurs over a long period of time, in contrast to other responses to severe situational stress that happen rapidly when a particular stressor occurs in a person's life.

Burn Out
Measurement

5.3 Burn Out Measurement

When you have been in a stressful job for a long period of time, **you run the risk of burning out, or developing feelings of detachment, apathy, cynicism, or rigidity on the job. Not everyone in stressful jobs burns,** out, nor do people who develop burn out do so in the same way or in the same frame. But examining your feelings about your job can provide you with some valuable information on your potential stress level, as shown in Figure 5.1.

Key to responses:
1) Strongly disagree.   2) Disagree
3) No feeling one way or the other
4) Agree   5) Strongly agree

Burnout possibilities
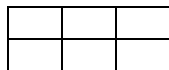
I find myself becoming by the things I do on my job	1	2	3	4	5
I sometimes feel "trapped" in my job-and I don't feel I can change jobs or leave my present job.	1	2	3	4	5
I feel overworked and underpaid.	1	2	3	4	5
My skill level at my job is not a good as it once was.	1	2	3	4	5
My boss doesn't control my own time and work pace at work.	1	2	3	4	5
I don't control my own time and work pace at work.	1	2	3	4	5
I don't hear when I do well, I just hear when I do badly.	1	2	3	4	5
I don't have enough time to do all the things I am required to do on my job.	1	2	3	4	5
My work is not challenging or stimulating.	1	2	3	4	5
The workload for my job comes is not well distributed- It's either feast or famine.	1	2	3	4	5
Politics at work prevent me from discussing job concerns with my colleagues.	1	2	3	4	5
My colleagues are not supportive- they all have their own fires to put out and problems to worry about.	1	2	3	4	5

I'am going nowhere, I'm stuck in my job and don't see a career path.	1	2	3	4	5
I don't have much energy to try and change things in my company.	1	2	3	4	5
I do significantly more in my job than I want to.	1	2	3	4	5
Politics at work prevent me from discussing job concerns with my colleagues.	1	2	3	4	5
I get a greater sense of accomplishment from the things I do outside of work than I do from my job.	1	2	3	4	5
We seem to reorganize departments at my company every time I turn around.	1	2	3	4	5
My work is extremely difficult and overly demanding.	1	2	3	4	5

Figure 5.1: Stressful situation checklist

What the Burn Out Checklist Shows
The higher your score on the Burn out Checklist, the higher the likelihood that you have begun to burn out on your job.
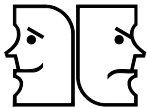
Score between 0 and 40:
Most people feel frustrated, overwhelmed, and unappreciated on the job once in a while, so a score between I and 40 is fairly typical.

Score between 41 and 80:
If you scored between 41 and 80, you are beginning to show some of the signs of burn out. You might want to see if you can reduce some of your current work commitments, talk with your boss about getting more control over your work, or begin to develop a network of colleagues at work to provide mutual support.

Score over 81:
If you scored over 81, chances are good that you are in the process of actively burning out. Burn out is hazardous to both your emotional and physical well-being. People who are burned out very often suffer from stress-related illnesses (Leatz & Stolar, 1993, p.20).

5.4 Reactions to Burn Out

Reactions to Burn Out

People typically respond to burn out in a number of ways-all of which impact their job performance:

- ## Change jobs

Change jobs

This is the first thing most people consider during the early stages of burn out. They look around inside their present organization to see if there is something else they could do that would get them away from the demands of their current job. If nothing

appears appropriate, they may look for a similar position with a different organization, thinking that a change is all that is needed. Sometimes this works, and both the company and the employee benefit. But for many people, burn out comes back.

- ## **Move up to a management position.**

Move up to a management position

A burn out victim, who had been in the front lines of customer, client, or patient contact, may think that moving to the administrative arena would relieve some of the pressure and stress. Occasionally this works, because some people are better suited to administration than to the front lines, and they can be valuable contributors to the organization from a different position. Others find that their burned out attitudes are transmitted to the people they now manage.

- ## **Endure it.**

Endure it

People who value stability and emotional security often decide just to stay where they are, hang in there, and wait it out until retirement. These are the employees most organizations consider dead wood, and today are often prime candidates for layoffs. If they are able to function adequately in their positions, the drain on the company may not be too great. If, however, they block change and improvement, the cost to the organization can be very great.

- ## **Change professions.**

Change professions

Some burn out sufferers decides that maybe they made a mistake when they originally chose their professions, and they make a career switch. They go off into business on their own or a completely new field. Sometimes this works, but very often they have feelings of failure and guilt, and regret having wasted their time – especially if they invested many years in school and training. The loss of trained professionals is a high cost for companies to pay. After making a change, some people go to do well in their new career; others find that the depression and feelings of self-doubt follow them to their new job.

- ## **Move ahead.**

Move ahead

This response is the most productive of all, as it uses burn out as a launching pad for personal growth by reassessing priorities, tapping unused skills and potential, and cultivating new strengths and abilities.

Burn Out
Causes and
Cures

1

2

5.5 Burn Out Causes and Cures

It is important to understand two things about burn out. **First of all, the root cause does not lie within the person suffering from it.** The biggest cause is a dysfunctional work environment that permits unrelenting levels of stress, frustration, and pressure for long periods of time, yet offers few rewards to people for putting up with all of that. **Second,** if we subscribe to the learn-do-teach cycle theory, there is the potential that **burn out can occur several times during our working lives** –as we master each new job function we are given.

This means that, if **we want to conquer burn out, there are two fronts for attack.** The first is to **take a hard look at the work environment itself.** Chronic work overload, dead-end jobs, excessive red tape and paperwork, poor communication and feedback, lack of rewards, and absence of a support system are all major contributors to burn out. They are also components that can be changes, if management is willing to do so.

True, cost is associated with making a change. Redesigning jobs to give people a sense of their importance to the organization and opportunities for growth takes time and effort. Making sure employees aren't overcrowded means providing more office space, good lighting, comfortable furniture, and appropriate technology-which is a capital expense. Assuring that workers aren't assigned an overload of customers, clients, or patients may mean hiring more workers. Increasing work breaks and vacation time costs money. Assuring that management provides adequate feedback, encouragement, and compliments takes effort, but it is probably the most important means of avoiding employee burn out. Rebuilding the organization's reward and promotion structure is often a major undertaking. Moreover, reassessing policies, rules, and regulations to reduce red tape, paperwork, and bureaucratic bungling takes commitment, time, and effort-all of which come with a cost.

The key understands that there is a high cost to be paid for fostering conditions that promote burn out contrary to what many managers believe today. That cost comes from absenteeism, lowered performance and morale, increased turnover, and, ultimately, decline in employees' physical health- which is reflected in rising health-care costs for stress-related illnesses.

Second, because we all will go through the learn-do-teach cycle several times during our working lives, there are some things we can do for ourselves that may help, at least to some degree, to counteract an unhealthy work environment. Not only will these coping strategies help us in our work life, but they can help us in our personal and family life as well:

- Understanding your personal work and stress reaction styles. If we work to understand our reactions more completely, we can learn to identify behavior patterns that are no longer working effectively for us. Once we have identified them, we can go about changing those patterns.

- Reassessing your values, goals, and priorities. Unrealistic goals for our careers and performance virtually guarantee that we will become frustrated and disillusioned. Most of us set vague career goals for ourselves early in our lives, and we never stop to see if they are still appropriate, given how both we and the business world today have changes. We may be operating under goals that no longer make sense for us, or priorities that are no longer important.

- Compartmentalizing your life. By compartmentalizing, we mean segmenting the different parts of your life: work, home, community, and so on. Focus much as possible on each compartment when you are in it-and then don't think about it when you move on to another compartment. For example, you would immerse yourself totally in your job when you were at work, but leave it behind, along with information on a variety of decompression and coping techniques that can help you begin to reduce your areas of stress overlap and start determining appropriate compartments for your life.

- Building social support system. Everybody needs friends, and this is particularly true of people in high-pressure positions. We need many kinds of friends and colleagues. We need people who will lend a willing ear and a soft shoulder just to listen to us vent, without judging our words, thoughts, or actions; are knowledgeable in our field, have our best interests at heart, and can give us honest praise and criticism when we need it; will back us no matter what, think we are terrific, and serve as our own private cheering sections; share our interests, values, views, and priorities, and provide us with a reality check when things get crazy: and like to do the same hobbies, pursuits, and fun stuff we like to do.

It is highly unlikely that any one (or even 5 or 10) person(s) can fulfill all these different kinds of needs. We need to continue to develop and nurture friendships and relationships throughout our lives.

So, if you think you are experiencing burn our, take heart. It does not have to be devastating, and we have found that it can actually be growth-promoting. You can survive and come out happier, healthier, and stronger. Burn out is simply an opportunity for change, and it is up to you and your employers to take advantage of that opportunity when it presents itself. (Ibid, pp.116-120).
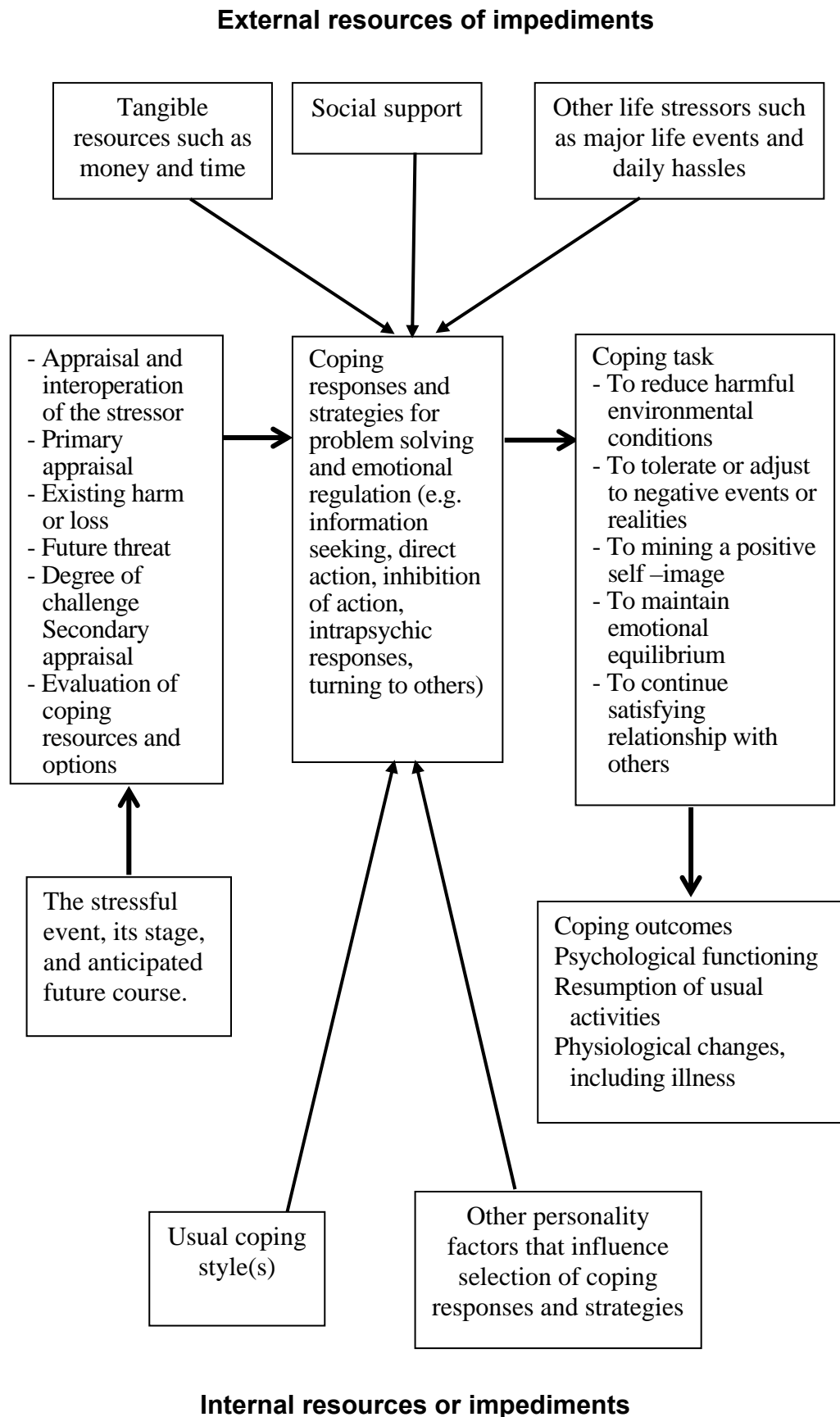
Chapter 6: Stress Management Strategies

Introductory
Information

6.1 Introductory Information

1- **Treatment or therapy** is the preferred word by those who work one on one with individual client, families or small groups, but stress management refers to programs for people in general, less often for special groups characterized by some shared problem (Lazarus & Folkman, 1984, p.334).

2- **Coping is the process of managing demands** (external or internal) that are appraised as taxing or exceeding the resources of the person.

3- **Coping consists of efforts, both action–oriented and intrapsychic** to manage (master, tolerate, reduce, minimize) environmental and internal demands and conflicts among them.

4- **Coping is a series of transactions between a person who has a set of resources, values, and commitments** as well as a particular environment with its own resources, demands and constraints. Thus, coping is not a one time action that someone takes, rather, it is a set of responses, occurring over time, by which the environment and the person influence each other (Through: Taylor, 1999, p.204-205). Figure 6.1 illustrates the coping process.

5- **Effective stress management** has clear health benefits in controlling stress-related disorders.

6- **Stress management programs** have been used successfully to treat muscle contraction headaches, to manage migraine headaches, to control high blood pressure, to treat alcohol abuse and obesity, to train individuals with symptom of cardiovascular disease or myocardial infraction (Ibid., 230-231).

7- **Individual coping strategies** are ways of coping with stress that has already occurred. (Luthans, 1992, p.413).

8- **Group programs** may be useful when coping failure is due to an uncomplicated lack of knowledge, skill or experience (Lazarus & Falkman, 1984, p.363).

9- **More commonly, stress management** is taught through workshops (Taylor, 1999, p.230).

External resources of impediments

Tangible resources such as money and time	Social support	Other life stressors such as major life events and daily hassles

- Appraisal and interoperation of the stressor - Primary appraisal - Existing harm or loss - Future threat - Degree of challenge Secondary appraisal - Evaluation of coping resources and options	Coping responses and strategies for problem solving and emotional regulation (e.g. information seeking, direct action, inhibition of action, intrapsychic responses, turning to others)	Coping task - To reduce harmful environmental conditions - To tolerate or adjust to negative events or realities - To mining a positive self –image - To maintain emotional equilibrium - To continue satisfying relationship with others

The stressful event, its stage, and anticipated future course.

Coping outcomes
Psychological functioning
Resumption of usual
   activities
Physiological changes,
   including illness

Usual coping style(s)

Other personality factors that influence selection of coping responses and strategies

Internal resources or impediments

Figure 6.1: Coping process. (Through: Lazarus & Folkman, 1984)

6.2 Determinants of Effective Coping

There are nine major kinds of variables that determine effective coping to stress:

a) **Personality traits** such as, positive affectivity, hardiness, optimism, psychological control, self-esteem, conscientiousness, ego strength and self confidence.

b) **Internal resources** such as, coherence about one's life, sense of meaning in one's life, sense of humor and religion (Ibid, pp. 208-211).

c) **External resources** which include, time, money, education, a decent job, children, friends, family, standard of living and the presence of other life stressors (Moss, 1995).

d) **Coping with strategies themselves**, as Lazaras & Folkman (1984) are indicating, problem focused coping is more effective than emotion focused coping.

e) **Heredity**. Affects the ability to cope with stress because, to some extent, the family genes play a role in the overall wellness of a particular organ or muscle group. Some families have a predisposition to heart disease, others to stomach problems, and so on.

f) **Overall Level of Health.** The healthier you are to begin with, the longer it will take the stress to have an impact strong enough to exhaust the particular organ or muscle group.

g) **Environment.** Environment can contribute significantly to how well you are able to stand up to stress. It can either add to the damage going on or increase your overall level of wellness. For example, consider the following situation: A manager's family has been having problems with heartburn and upset stomach. This morning she had to attend a staff meeting that took longer than she had anticipated. It is 2 p.m. and she is late for a meeting with a major customer. She must grab a quick lunch on the run, and the closest spot for that is a taco stand. She chooses a couple of spicy burritos and washes them down with strong coffee. She gets stuck in traffic on her way to the customer's office. When she does get there, she learns that the customer is dissatisfied with the quality of the product he is purchasing from the manager's company and has begun to look for other suppliers. Once, back at her office, the manager notices that she has a terrible stomach ache and starts looking around for her antacid tablets. Chances are so good that the manager's stomach isn't going to last long at this rate!

h) **The Severity of Stressful Situations.** The more severe the stressful situation, the higher your hormone output will be. With lower levels of stress, your steroid secretion is lower, which gives your body a chance to metabolize the steroids, effectively removing them from your bloodstream.

i) **Energy Level.** You, like everyone, have an optimal amount of physical and mental energy you can command at any one time. This optimal level of energy is determined by your overall level of health, daily nutrition, upbringing, and personality. When more than

one worry or crisis is occurring at the same time, your mental and physical energy has to be diverted to handle all of the crisis situations. This means that you have less energy available to handle each individual crisis. The less energy you can supply to an organ or muscle group, the faster it will fatigue, and the less able it is to respond to stress.

Eventually, your body's "first-choice" organ group will become exhausted and ultimately damaged. If the stressful situation is still present, your body will switch the coping responsibility to another organ or muscle group. That's why some people get a skin rash after they get asthma or develop low back pain after they get an ulcer. If the stressful situation is still not resolved, eventually the second organ or muscle group will become exhausted and your body will shift the coping responsibility to a third organ group and on and on.

General
Guidelines
for Stress
Management

6.3 General Guidelines for Stress Management

1) You must get rid of less effective strategies such as :
   a) Escaping from the stressful situation (withdrawal)
   b) Denying that stress exists (denial)
   c) Seeing one's problems as other people's problems (Projection)
   d) Becoming obsessed about achieving routine work
   e) Working harder
   f) Changing to a different work task (Cranwell-Ward, 1987, pp.116-118).
2) Develop your self management skills.
3) Improve your emotional management.
4) Manage relationships more effectively.
5) Improve your problem-solving approach.
6) Assess your outlook on life and develop a more positive distance if necessary.
7) Develop an effective approach to managing change.
8) Seek outside help if necessary.
9) Develop ways to reduce negative effects of stress such as:
   a) Learn to appreciate the potential value of stress in creating incentive and sense of purpose, which we all need in our lives
   b) Get to know yourself and become fully aware of your personality type
   c) Remember that stress is caused from within and can be best dealt with from within
   d) Be aware of your own stress levels
   e) Learn to identify the various sources of stress inherent in your own particular life style
   f) Be aware of your reactions to different sources of stress, so that do not take you by surprise
   g) Avoid perfectionism, when this means expecting too much of both yourself and others

h) Avoid unnecessarily provoking situations where possible
i) Avoid over committing yourself "learn when to say "no" without feeling guilty
j) Avoid fragmentation which is often caused by trying to do several things at one time
k) Know how to avoid causing stress to others
l) Be aware of unnecessary worrying
m) Anticipate stress and plan your response to it.

10) Learn the value of positive thinking.
11) Discover how effective a cheerful outlook can be.
12) Be, as sure as you can be, of what your motives really are and make sure that you are really happy with them.
13) Acquire the habit of sorting your priorities.
14) Learn the art of effective delegation.
15) Get into the habit of talking problems through rather that bottling them up.
16) Don't forget that listening is as important as talking in effective communication.
17) Learn to value physical fitness as a means to realization and antidote to stress, and do all you can to acquire it (Cranwell –Ward, 1987, pp.121-122; Dore 1990, pp. 13-14).
18) Develop a sense of quiet and engineer your environment.
19) Keep your work and private life separate.
20) Build a satisfying family life.
21) Do what you enjoy and enjoy what you do.
22) Manage your time.
23) Take time away from work. (GUPCO, 1999).

Specific
Techniques
for Stress
Management

6.4 Specific Techniques for Stress Management

There are many techniques for stress management that we can put under the title of a cognitive behavior therapy. They include:

1) Relaxation training.
2) Social skills training.
3) Assertiveness training.
4) Good health habits education.
5) Social support providing.
6) Self monitoring.
7) The modification of internal dialogues.
8) Goal setting.
9) Homework assignments.
10) Positive self-talk.
11) Self-instruction.
12) Contingency contracting.
13) Stress inoculation training.
14) Behavioral self control.
15) Training in supplementary skills (Time management).
(See : Ibraheem, 1994; El-Mohareb, 1420, Leahy, 1997).

Job Stress Management

6.5 Job Stress Management
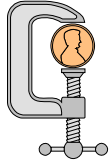
Although all **previous guidelines and techniques are helpful in managing job stress**, *there are other methods that may be more related with work, they include:*

1) Job design and job description.
2) Group dynamics in work place.
3) Management of conflict and clarifying of organizational roles.
4) Good communication skills.
5) Good leadership styles.
6) Effective political strategies.
7) Organization processes.
8) Decision making skills.
9) Organization development techniques.
10) Supportive organizational climate.
11) Planning and developing careers.
12) Receiving feedback.
13) Resilience.
14) Good physical environment at work.

(See : Dore, 1990; Luthans, 1992)

References

References

1. Alloy, L. B.; Acocella, J. & Boortzin, R.R. (1996) <u>Abnomal Psychology: Current Perspectives,</u> New York: McGraw Hill, INC.

2. Appley, M. & Trumball, R. (1967) <u>Pschological Stress</u>, New York : Appleton-Contury- Crofts

3. Baum, A., Cohen, L. & Hall, M. (1993). Control and Intrusive Memories as Possible Determinants of Chronic Stress<u>. Psychosomatic Medicine</u>, 55, 274-286.

4. Baum, A., Grunberg, N.E. & Singer, J.E. (1982). The Use of Psychological and Neuroendocrinological Measurements in the Study of Stress, <u>Health Psychology,</u> 1,217-236.

5. Cohen, S. & Williamson G.M. (1991). Stress and Infectious Disease in Humans. <u>Psychological Bulletin,</u> 98, 310-357.

6. Cranwell- Ward, J. (1987).<u> Manging Stress,</u> Brookfield: Grawer publis. comp.

7. Davison G. C. & Neale, J.N. (1994). <u>Abnormal Psychology (</u>6th. ed.), New York: John Wiley & Sons, Inc.

8. Dohrenwend, B.S. & Dohrenwend, B.P. (1974).<u> Stressful Life Events: Their Nature and Effects, </u>New York: John Wiley & Sons.

9. Dore, H. (1990) <u>Hamlyn Help Yourself Guide: Coping With Stress,</u> London: The hamlyn publis. Group Ltd.

10. El-Mohareb, N.I. (1420H). <u>A Guide in Cognitive-Behavioral Therapy,</u> Riyadh: Dar Al-Zahraa (in arabic).

11. Fleming, R., Baum, A. & Singer, J.E. (1984). Toward An Integrative Approach to the Study of Stress, <u>J. of Personality and Social Psychology,</u> vol. 46, No.4, pp.939-949.

12. GUPCO, (1999). <u>Positive Management: A Training Program,</u> Cairo: Center for adult and continuing education, The American University.

13. Helal, Mohammed A.H. (2000). <u>Stress Management Skills: Control At Stressors, </u>Cairo: The center for developing performance and development (in arabic).

14. Holmes, D.S. (1994). <u>Abnormal Psychology (2nd ed.), New York:</u> Harper collins college publishers.

15. Iberaheem, A. (1994). <u>Recent Psycho-Cognitive Behavior Therapy: Techniques, Fields of Application,</u> Cairo: Dar Al-Fajr for publishing (in arabic).

16. Lazarus, R.S. & Folkman, S. (1984). <u>Stress, Appraisal and Coping,</u> New York: Springer publishing company.

17. Leahy, R.L. (Eds.) (1997). <u>Practicing Cognitive Therapy: A Guide to Interventions</u>, New York: McGraw-Hill.

18. Leatz, C. A. & Stoler, W.M. (1993). Career Success / Personal Stress: How To Stew Healthy in A High –Stress Environment, New York: McGraw Hill, Inc.

19. Levy, R.L., Cain K.C. Jarrett, M & Heitkemper, M.M. (1997) The Relationship Between Dialy Life Stress and Gastrointestinal In Women With Irritable Bowel Syndrome, <u>J. of Behavioral Medicine,</u> 20, 177-194.

20. Luthans, F. (1992), <u>Organizational Behavior,</u> (6th ed.), New York: McGraw-Hill.

21. McFarland, A.H. Norman, G.R., Streiner, D.K., Ray, R.C., & Scott D.J. (1980). A Longitudinal Study of the Influence of the Psychosocial Environment of Health Status: A Preliminary Report. <u>J. of Health and social Behavior</u> 21, 124-133.

22. Moos, R.H. (1995). Development and Applications of New Measures of Life Stressors, Social Resources, and Coping Responses. <u>European Journal of Psychological assessment,</u> 11, 1-13.

23. Oltmanns, T.F. & Emery R.E. (1998). <u>Abnormal Psychology (2nd Ed.)</u> New Jersey: Prentice Hall.

24. Taylor, S.E. (1999). <u>Health Psychology (4th ed.)</u> New York: McGraw Hill.

25. Yousef, G.S. (2000a) The Differences Between Type "A" and "B' Behavior Individuals From Males & Females in Rating Stressful Life Events, in G.S. Yousef (ED.) <u>Studies In Clinical Psychology,</u> Cairo : Dar Ghareep for Publishing, pp. 350-318 (In Arabic).

26. Yousef, G.S. (2000b), Differences Between Males and Females In Perception Of Stressful Life Events, In G.S. Yousef (Ed.) <u>Studies In Clinical Psychology,</u> Cairo: Dar Ghareep for publishing, pp.383-418 (in Arabic).

27. Yousef, G.S. (2000a). Ordering Stressful Life Events: Comparative Cultural Study, in, G.S. Youseff (Ed) <u>Studies In Clinical Psychology,</u> Cairo: Dar Ghareep for Publishing, pp. 419-452 (in Arabic).

Pathways to Higher Education Project

Pathways Mission

Training fresh university graduates in order to enhance their research skills to upgrade their chances in winning national and international postgraduate scholarships as well as obtaining better job.

Partners

– CAPSCU, Cairo University
– Ford Foundation, USA
– Future Generation Foundation, FGF
– National Council for Women, NCW
– Cairo University Faculties of Commerce, Arts, Mass Communication, Law, Economics & Political Science, and Engineering

Training Programs

– Enhancement of Research Skills
– Training of Trainers
– Development of Leadership Skills

Publications of Training Programs

1- Planning and Controlling
2- Systems and Creative Thinking
3- Research Methods and Writing Research Proposals
4- Statistical Data Analysis
5- Teams and Work Groups
6- Risk Assessment and Risk Management
7- Argumentation: Techniques of Measurement and Development
8- Communication Skills
9- Negotiation Skills
10- Analytical Thinking
11- Problem Solving and Decision Making
12- Stress Management
13- Accounting for Management and Decision Making
14- Basics of Managerial Economics
15- Economic Feasibility Studies
16- Health, Safety and Environment
17- Wellness Guidelines: Healthful Life
18- Basic Arabic Language Skills for Scientific Writing
19- General Lectures Directory
20- Enhancement of Research Skills Graduation Projects Directory

Project Web-site

www.Pathways-Egypt.com