Key Term Review

- **Burnout** is a stage of exhaustion that can result from unrelieved work stress or from an erosion of the soul.
- **Focusing** helps individuals recognize body signals of stress.
- **Job strain** is the result of psychological demands of a job exceeding the worker's discretion in deciding how to do the job.
- **Job stress** is the result of a mismatch between a worker's capabilities, resources, or needs and the job's requirements.
- **Psychological hardiness** is composed of a commitment to self, work, family, and other important values; a sense of personal control over one's life; and the ability to see change in one's life as a challenge.
- The **social readjustment rating scale** ranks and rates 43 stressful life-change events.
- **Stages of burnout** include honeymoon, balancing act, chronic symptoms, crisis, and enmeshment.
- **Stress** is the feeling or perception of having little control.
- A **stressor** is a cause of stress.
- **Technostress** is the result of difficulties dealing with computer technologies or of an unusual attraction to them.
- Bandura's **theory of self-efficacy** focuses on the belief in one's ability to perform adequately.

Leadership Development Exercises

Leadership Development Exercise 4-1

Demonstrate three ways to use Bandura's self-efficacy theory to help at least three colleagues reduce stress.

Leadership Development Exercise 4-2

Try out information in Boxes 4-5 and 4-6. Report your findings to at least two colleagues.

Leadership Development Exercise 4-3

Teach at least two peers stress reduction measures, and analyze the results. Share your findings with the class or with at least two other learners.

Leadership Development Exercise 4-4

a. Choose at least one nutritional action to reduce job stress, and make it part of your daily regime.
b. Provide stress reduction nutrition information to at least two other people. Evaluate the results, and share them with the class or with two other learners.

Leadership Development Exercise 4-5

a. Observe a unit for signs of job stress.
b. Write down your findings.
c. Share them with the class or with two other learners.

Leadership Development Exercise 4-6

Design a job stress reduction plan for the unit you observed, and share your plan with the class or with two other learners.

Leadership Development Exercise 4-7

Share your job stress reduction plan with staff members or supervisors on the unit. If that's not possible, imagine a scenario of presenting your plan, identifying potential obstacles, and picturing yourself overcoming them.

Advanced Leadership Development Exercises

Leadership Development Exercise 4-8

a. Using McNeely's suggestions for research or other information in this chapter, develop a problem statement for some aspect of job stress reduction.
b. Ask for a critique from a more advanced nurse researcher; if that's not possible, ask the class or two other colleagues for one.
c. Revise your problem statement, if necessary, based on feedback.

Leadership Development Exercise 4-9

a. Develop a research design for your problem statement on job stress reduction.
b. Ask for a critique from a more advanced researcher, the class, or two other colleagues.
c. Revise your plan, if necessary.

References

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