

Interventions for the working stage



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Stress Management Intervention: The Working Phase Adult individuals hold a variety of occupations as means to sustain basic and related needs.

Apparently, organizational affiliation not only brings financial compensation to individuals, but possibilities of stressful working status, as well. Academic propositions had been introduced to explain the presence of stress in working environment, including suitability and fitness of employees with their immediate work environments, whether the demands and needs of workers and the job itself had been met. In another proposal, work satisfaction appeared to be affected by work attributes that can be unfavorable for some workers, such as its “ low decision attitude and high job demands” (Cox, 1993, p. 15). Demands on both sides, individual and organizational, generate stressful tensions when shortcomings are foreseen on both sides. Aside from personal and work expectations, a number of maladaptive cognitive and behavioral problems appeared to further hamper better functions of adults in work areas. Cognitive areas need to be constantly updated to better meet occupations demands, thus, inadequate trainings and seminars, in combination with excess workloads, can hamper cognitive development and account for stress and discontent. Behaviorally, people appear to act up when they are not recognized for excellent performance, do not receive incentives, and are plagued by unsupported colleague interactions (Davis & McKay, 2009). The work culture of negative self-talk can aggravate the stressful atmosphere, as the need for affiliated group approvals are interspersed with events of blame for the shortcomings of others, preventing the acceptance of adult newcomers in organizations (Davis, Robbins Eshelman, & McKay, 2000, pp. 107-119). The abject power of psychological acceptance in a work group can impact the performance and

stress levels of individuals, as Grinder and Bandler (1996) emphasized the degree of distortion each person are prone to develop, despite the level of control and efficiency they may project (p. 135). To correct identified cognitive and psychosocial barriers in highly-functioning work groups, these require comprehensive self-exploration, as well as construct of new coping skills during the working stage in the management of stressful status (Corey, Corey, & Corey, 2010, p. 233). Stress management in group therapies is commonly comprised of several concepts. As listed by van der Klink, Blonk, Schene, and van Dijk (2001), stress management mechanisms can be divided into four categories: “(1) cognitive-behavioral approaches, (2) relaxation techniques, (3) multi-modal interventions,...(4) organization-focused interventions.” Majority of these classifications may directly or indirectly target the coping skills of individuals against stressful events, gauging personal reactions to such events and rallying the need for effective defense against the negative impact of stress on physiological and psychological status. As the basic source and reactions to stressful phenomena had been briefly reviewed in early sections, this working phase of the paper will seek to establish which stress management category and interventions can be more effective in reducing the stressful status in health adult groups. In particular, stressful experience can be significantly managed according to identified needs. As emphasized by Hardy, Carson, and Thomas (1998), applications of stress management are quite individualized, as some techniques can be effective for some but not for others. As discussed earlier, the pervading culture of resistance and difference manifested through negative coping elevates stressful experiences. To monitor its occurrence in controlled settings, a computer-manipulated technique, called Freeze

Framer, will be employed during the working phase, where heart rates are recorded during stressful response (Childre, Martin, & Beech, 2000). With such procedure, exercise trainings, as part of physiological management of stress, can also be measured for improvements in psychological status. People who perform exercise regiment are said to be highly confident, motivated, and optimistic, demonstrating better patterns of control of self and the immediate environment (Hardy, Carson, & Thomas, 1998). Samples for the study will be selected through pre-screening process, where target groups may include single parents, meet-the-dead-line workaholics, or fixated on succeeding. Experiments will be executed, where control and intervention groups will be randomly assigned, and results will be objectively collected and interpreted for accurate analysis. In such procedures, the efficacy of group exercise can be determined, where marked differences in personalities can be ascertained and possibly bridged with such collective series of activities, thereby reducing stress in return. References Grinder, J. Bandler, R. PhD, (1996). *The Structure of Magic*. Saint-Petersburg, Russia: Белый Кролик, Science&Behavior Books. Childre, D., Martin, H., & Beech, D., (2000). *The heartmath solution*. New York, NY: Harper Collins Publishers. Corey, M. S., Corey, G., & Corey, C., (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brooks/Cole. Chapter 7. Cox, T. (1993). *Stress research and stress management: Putting theory into work*. Centre for Organizational Health and Development. Retrieved from http://www.hse.gov.uk/research/crr_pdf/1993/crr93061.pdf Davis, M., Eshelman, E. R., McKay, M. (2009). *The relaxation and stress reduction workbook* (6th ed.). USA: Accessible Publishing Systems. Davis, M., Robbins Eshelman, E., & McKay, M. (2000). *The Relaxation & Stress Reduction Workbook* (5th ed.). <https://assignbuster.com/interventions-for-the-working-stage/>

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