The Relationship between Eliminating Stressors, Developing Resiliency, Short-Term Coping Skills, and Team Development Behaviors

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This research examined relationships between stress and teams. The sample consisted of females (n = 98) and males (n = 103) with experiences in team leader and member roles. The results revealed that 26 – 35-year-olds scored higher on eliminating stressors (p = 0.043*). Those who were unmarried, but in a relationship scored higher in developing resiliency skills (p = 0.031*). Those without children scored lower on being able to lead a team (p = 0.005**) and being an effective team member (p = 0.016*). All stress management skills were significantly related to being able to diagnose and facilitate team development.

Keywords: Stress Management, Team Development, Teams, Groups, Wellness, Resiliency

INTRODUCTION

Employees encounter stress-inducing situations on a daily basis within an organizational environment. This stress affects the psychological well-being and the job performance of the employee. This, in turn, can impact the company's overall performance. Yet, stress is unavoidable within today's organizations (Abassi, 2015; Abbasi & Janjua, 2016; Byron, Zhang & LePine, 2016; Soltani, Hajatpour, Khorram, & Nejati, 2013; Vanishree, 2014). Furthermore, the problem with the existing literature is that it there is not much empirical research regarding the relationships specifically between eliminating stressors, developing resiliency and short-term coping skills and with the team development behaviors of leading a team, being an effective team member, and diagnosing and facilitating team development. This is the first quantitative research study the author could find which utilized two instruments together coming from the Developing Management Skills textbook (Whetten & Cameron, 2010). The variables for this study included the independent variables of eliminating stressors, developing resiliency, and short-term coping skills, and the dependent variables of leading a team, being an effective team member, and diagnosing and facilitating team development. Demographic variables were also accessed.

This research breathes new light into the existing literature by examining more closely very specific stress management techniques and very specific team development behaviors within team leader and team member roles all within one individual study. How this research is intertwined and adds to previous works in the literature is in regards to prior studies which have examined how stress resulted in negative effects on teams (American Psychological Association, 2019; Banerjee & Mehta, 2016; Calloway, 2016; Ellis & Pearsall, 2011; Fink, 2016; Lafair, 2009; Lazarus & Folkman, 1984; McFadden & McFadden,

2016; McGowan, Gardner & Fletcher, 2006; Naik & Srinivasan, 2016; Smollan, 2015; Whetten & Cameron, 2010).

Additionally, this study added to the existing literature by examining the stress management skill area of eliminating stressors. In order to eliminate stress keep a positive attitude, accept that there are events that you cannot control, be assertive instead of aggressive, learn and practice relaxation techniques (i.e., yoga, meditation, tai-chi), set limits appropriately and learn to say no, make time for hobbies and interests, get enough rest and sleep, do not rely on alcohol, drugs or compulsive behaviors to eliminate stress, seek out social support with people you enjoy being around, and seek treatment from a psychologist if need be (Bhandari, 2018).

Moreover, of course, there are multiple books on Amazon.com that you can regarding stress or teams and there are thousands of published articles on stress or teams. However, there are not very many books or articles which utilize the variables of stress and teams together. If you do a search for articles or prior works on stress and teams you will find a wide array of information ranging from stress in animals, stress on military personnel and even geographical differences pertaining to stress. However, this study is unique in that it examined stress and teams directly together (including demographics) as it pertained to a workplace, organizational environment.

Lastly, as previously mentioned, the two instruments used for this study came out of the Developing Management Skills textbook (Whetten & Cameron, 2010). The material in the textbook, including the self-assessments, are used to provide guidance to anyone already in a managerial leadership position or anyone wanting to move into that type of role. Additionally, the textbook contents can help someone in regards to the different challenges one might face in any higher level managerial leadership position.

Stress management skills can cross-over into anyone's personal life such as how a person might manage stress outside of work. For example at home, in the community or within a family unit. Moreover, teams can be formed outside of the workplace environment, such as with someone playing on a city league softball team. However, this study focused on the aspect of stress and teams within a workplace, organizational environment. The bulk of this textbook is geared towards developing managerial and leadership skills as the title indicates -- Developing Management Skills (Whetten & Cameron, 2010).

PURPOSE OF THE STUDY

The purpose of this study was to examine the relationship between three stress management skill variables of eliminating stressors, developing resiliency, and short-term coping, and three team development behavior variables of leading a team, being an effective team member, and diagnosing and facilitating team development. What sparked the author's interest in this research topic was from teaching a university-level class for five years using the Developing Management Skills textbook (Whetten & Cameron, 2010). This textbook has a multitude of self-assessments in it for students to complete to gain a better understanding of their own managerial leadership skills.

The author, after becoming very familiar with the self-assessments in the textbook, wanted to conduct a research study using two of the instruments. The author chose the *Stress Management Assessment* (Camerson, 2010) and the *Team Development Behaviors Assessment* (Cameron, 2010) after reviewing the literature and realizing there was indeed a gap in the literature and a need to pursue this topic further. Especially regarding the impact stress has on organizational teams. The author felt that understanding more fully how stress impacted teams within a workplace environment would bring practical use to any person leading a team or working on a team. The author did receive permission from Cameron to conduct this research using his instruments.

The following research question was proposed for this study:

Research Question 1: *Are there significant relationships between the stress management techniques of eliminating stressors, developing resiliency, and short-term coping; and the team development behaviors of leading a team, being an effective team member and diagnosing and facilitating team development; and the demographic profiles of gender, annual income, relationship status, ethnicity, family size, age, and education level?*

LITERATURE REVIEW

The existing literature showed that high demanding jobs and organizational change were major factors of stress for employees leading to higher absenteeism, higher anxiety, lower productivity, decreased immune deficiency, poorer workplace-based relationships, and higher job dissatisfaction (American Psychological Association, 2007; Banerjee & Mehta, 2016; Contrada & Baum, 2010; McFadden and McFadden, 2016; Naik & Srinivasan, 2016; Smollan, 2015). Employees who were able to effectively manage stress on the job had better relationships in both the internal and external organizational environments (Hrestic & Bondac, 2016).

Techniques to manage stress were found in coping and relaxation strategies such as with journal writing, humor therapy, music therapy, yoga, meditation and aromatherapy (Devlin, 2010; Hurley, 2007; Seaward, 1999). Creating a positive work environment was found to lead to less job-related stress (LePine, Zhang, Crawford, & Rich 2016; Ramesh & Vasuki, 2013; Shelton, 2012). Resiliency helped employees stay motivated in stressful situations and reduced job burnout (Jew, Green & Kroger, 1999; Pierce, 2015; Perez et al., 2013).

Teams were made up of members who worked together and competed with each other. Joint efforts and positive interactions among team members created higher quality teams. This led to companies gaining competitive advantages in the marketplace and improving organizational performances (Joković, Kristic, Stojanović, & Špirić, 2016; Savage, 2012; Tabassi, Ramli, Roufechaei, & Tabasi, 2014; Warrick, 2014).

Developing strong teams and effective leadership was important components for growing a successful business (Berry, 2016; Jenkins, 2016). However, it was found that in the beginning stages of team development, team members learned more so as individuals, and leadership coaching assisted the members by keeping them motivated (Hunter & Shaw, 2015; Nienaber, Holtorf, Leker, & Schewe, 2015; Raes, Kyndt, Decuyper, Van den Bossche, & Dochy, 2015). Furthermore, ineffective and unpopular leaders created stress among team members, whilst reducing stress became a keen interest of companies (Burke, 2017; Gavin, Gavin & Quick, 2017; Wintroub and Kleiner, 2019).

Stress management research has shown that stress outcomes can differ by age and gender. Whereas younger managers (i.e., 25 – 35 years old) experienced higher job stress. Women reported having stress related to having to work longer hours over men and by given undesirable job assignments. However, women reported having greater resiliency due to having better nutritional diets over men. Whereas men managed stress more with exercise. Exercise was used as a coping mechanism for men. Additionally, men reported using suppression as a coping strategy more so over women (Chandraiah, Agrawal, Marimuthu, & Manoharan, 2003; Nelson & Burke, 2002;; Newton & Mazur, 2016).

Furthermore, it has been reported that cultural differences existed in the areas of teamwork and team performance (Hofstede; 1984, 1991; Pineda, Barger, & Lerner, 2013; So, West, & Dawson, 2010; Zeitun, Abdulqader, & Alshare, 2013). Lastly, it was found that women had higher abilities to control team interactions over men (Furumo & Pearson, 2007; Zeitun, Abdulqader, & Alshare, 2013).

THEORETICAL BACKGROUND AND FRAMEWORK

The theoretical background and framework pertaining to this study include the *Model of Force Field Analysis* (Lewin, 1951) which explains that a person's level of stress is determined by his/her environment of reinforcing and opposing forces. Additionally, a *General Model of Stress* (Whetten & Cameron, 2010) is also linked which shows that stress is best managed by using a three-tiered approach. This approach is made up of the stress management techniques of eliminating stressors, developing resiliency and short-term coping skills. For example, if a person is unable to eliminate a stressor, the next approach on the tiered would be to develop resiliency in order to withstand the stressor better. If those two approaches are not working then learning to manage the stress in real-time by using relaxation techniques as coping strategies is lastly recommended.

Stages of Team Development (Tuckman, 1965) is the main team theory linked to this study. This theory explains that teams go through a process which includes different developmental stages all the way from induction to dissolution. The stages are forming, storming, norming and performing. The forming stage is when team members first meet one another and go through personal introductions. The storming stage is when team members start to compete for positions, roles and leadership opportunities thus creating conflict. Personality differences and role expectations can contribute to this conflict commonly found in the storming stage.

The third stage is norming. This stage is when all team members are fully aware of each team members' roles and are attempting to get along with each other to get the job done. The performing stage happens when the team is clicking on all cylinders and is achieving what it set out to accomplish. However, a fifth stage of adjourning was added (Tuckman & Jensen, 1977). The adjourning stage is when the team has completed its task and is dissolved. Regardless of which role a person has on a team, whether it be a team leader or a team member role, understanding how a team develops is helpful in performing effectively (Whetten & Cameron, 2010).

DEFINITION OF KEY TERMS

Stress is defined as "the adverse reaction people have to excessive pressure or other types of demands placed on them" (Health Safety Executive, 2019). A *stressor* is "anything that causes the release of stress hormones." The stressor can be physiological, which is a stressor that is placed on the body (i.e., chronic illness), or psychological, which is a stressor interpreted as undesirable or threatening (Centre for Studies on Human Stress, 2019). *Resiliency* is "a process that influences an individual's capacity to adapt and function successfully despite stress and adversity" (Karairmak & Figley, 2017).

Short-term coping refers to a "process of constantly changing cognitive and behavioral efforts to manage specific external or internal demands" (Lazarus & Folkman, 1984). A *team leader* is someone who guides and monitors team member and team performance to promote task and interpersonal advances (Northouse, 2016). A *team member* is someone who is working on a team (Šerić & Praničević, 2018). Lastly, *team development* is defined as the different stages a team goes through. For example, as with the *Stages of Team Development* (Tuckman, 1965) as previously explained.

METHOD

Overview

This was an empirical study which examined the relationship between three stress management skill areas of eliminating stressors, developing resiliency, and short-term coping, and three team development behaviors to include leading a team, being an effective team member, and diagnosing and facilitating team development (Cameron, 2010). Demographic items were additionally accessed. Data were collected digitally in one form utilizing the SurveyMonkey.com web-based platform.

A 37-item survey was created using two instruments. The *Stress Management Assessment* (Cameron, 2010) was used to measure the three stress management skill areas of eliminating stressors, developing

resiliency, and short-term coping. The *Team Development Behaviors Assessment* (Cameron, 2010) was used to measure the three team development behavior skill areas of leading a team, being an effective team member, and diagnosing and facilitating team development.

Sample Questions

The *Stress Management Assessment* (Cameron, 2010) included 10 items which measured responses based on how the participants behaved when faced with stressful or time - pressured situations. The participants rated their responses utilizing a Likert scale ranging from strongly disagree – strongly agree. Sample items are listed below.

Question 1. I use effective time-management methods such as keeping track of my time, making to-do lists and prioritizing tasks.

Question 2. I maintain a program of regular exercise for fitness.

The *Team Development Behaviors Assessment* (Cameron, 2010) contained a total of 20 questions which measured behavior both within a team leader role and a team member role. Similarly, the participants rated their responses utilizing a Likert scale ranging from strongly disagree – strongly agree. Sample items are listed below.

Question 3. I know how to establish credibility and influence among team members.

Question 4. I know a variety of ways to help build strong relationships and cohesion among team members.

Participants

The sample consisted of 202 working professionals. The participants had experience in managerial leadership roles ranging anywhere from shift leader positions in the retail industry to regional manager positions in the construction industry. Moreover, the participants had experience either leading or working in teams that were small – large in size.

Instruments

The research survey was administered in one digital form created over the web with the SurveyMonkey web-based platform. The survey had four sections, consent and release section, a 10-item *Stress Management Assessment* and a 20-item *Team Development Behaviors Assessment* section (Cameron, 2010). Demographic items were additionally accessed.

Research Design

This study examined data through statistical analysis to include univariate analysis, Pearson correlations and multivariate analysis of covariance (MANCOVA). Internal consistency for the two instruments was examined using Cronbach's alpha. The team development behaviors had good reliability (leading a team: $\alpha = 0.91$; being an effective team member: $\alpha = 0.81$; and diagnosing and facilitating team development: $\alpha = 0.89$). The reliability for the stress management techniques were slightly lower (eliminating stressors: $\alpha = 0.66$; developing resiliency: $\alpha = 0.60$; and short-term coping: $\alpha = 0.62$).

Hypotheses

Hypothesis 1. There are significant relationships between the stress management techniques of eliminating stressors, developing resiliency, and short-term coping, and the team development behaviors of leading a team, being an effective team member, and diagnosing and facilitating team development.

Hypothesis 2. There are significant relationships between the stress management techniques of eliminating stressors, developing resiliency, and short-term coping, and the team development behaviors of leading a team, being an effective team member, and diagnosing and facilitating team development; and the demographic profiles of gender, annual income, relationship status, ethnicity, family size, age, and education level.

Statistical Analysis

Stress management technique scores were summarized as means and standard deviations and compared across the demographic characteristics using the Mann - Whitney test for two groups. The Kruskal - Wallis test was used for more than two groups as some items exhibited skewness. Likewise, the team development behavior scores were compared across demographics. The relationship between all stress management techniques and all team development behaviors were then explored using Pearson's correlation. Finally, the relationship between the stress management techniques, leadership development behaviors, and the demographic characteristics was explored using a MANCOVA analysis. All analyses were conducted using IBM SPSS version 22. P-values are noted at the $*p < 0.05$, $**0.01$, and $***0.00$ significant levels.

RESULTS

The sample included 49%, female and 51%, male. Sixty-two percent had an annual income of less than $45,000. Fifty-seven percent were married or in a relationship, and 77% identified as White. Sixty-four percent had no children, with 60% being 35 years old or younger. Thirty-nine percent had a bachelor's degree.

Univariable analysis of stress management techniques and demographics are summarized in Table 1. Eliminating stressors differed significantly by age with those 18 - 25 years old least likely to practice this technique ($M = 4.0$, $p = 0.043*$). Developing resiliency differed by both current relationship status ($M = 3.7$, $p = 0.031*$) and ethnicity ($M = 3.7$, $p = 0.032*$) with the lowest scores in those who were single, and who identified as Black. Short-term coping scores did not differ across the demographic groups.

Univariable analysis of mean team development behaviors and demographics are summarized in Table 2. Family size and age were both associated with leading a team, with younger respondents and those without children having the lowest scores ($M = 4.5$, $p = 0.005**$; ($M = 4.3$, $p = 0.037*$, respectively). Being an effective team member differed by family size where those without children scored the lowest ($M = 4.2$, $p = 0.016*$).

TABLE 1
MEAN STRESS MANAGEMENT SCORES BY DEMOGRAPHIC CHARACTERISTICS

	n(%)	Eliminating stressors M(SD)	p-value	Developing resiliency M(SD)	p-value	Short-term coping M(SD)	p-value
All	202	4.3(0.9)		3.9(0.9)		3.9(1.1)	
Gender							
missing: n = 1							
Female	98(49)	4.4(0.8)	0.086	4.0(0.9)	0.150	3.9(1.2)	0.577
Male	103(51)	4.2(1.0)		3.7(1.0)		3.9(1.1)	
Annual income							
<35k	59 (29)	4.1(0.9)	0.102	3.7(1.0)	0.795	3.9(1.1)	0.812
36k-45k	67 (33)	4.3(0.9)		3.9(0.9)		4.0(1.1)	
46k-55k	25 (12)	4.3(1.0)		3.9(0.9)		3.8(1.1)	
56k-65k	28 (14)	4.4(0.8)		3.8(0.8)		3.6(1.3)	
66k+	23 (11)	4.7(0.8)		4.0(1.0)		4.0(1.0)	
Relationship status							
Single	66 (33)	4.1(1.0)	0.064	3.7(1.1)	**0.031***	3.9(1.2)	0.741
Married	69 (34)	4.4(0.8)		3.9(0.9)		3.8(1.0)	
divorced/widowed	21 (10)	4.3(0.8)		3.8(1.0)		3.8(1.4)	
in a relationship	46 (23)	4.4(0.8)		4.1(0.8)		4.0(1.1)	
Ethnicity							
White	155(77)	4.4(0.9)	0.072	3.9(0.9)	**0.032***	3.9(1.1)	0.852
Black	25 (12)	3.9(0.9)		3.4(0.9)		3.9(0.9)	
Other	22 (11)	4.3(0.9)		4.0(1.1)		3.7(1.2)	
Family size							
missing: n = 2							
no children	124(64)	4.2(0.9)	0.066	3.8(1.0)	0.149	3.9(1.1)	0.801
1 child	29 (14)	4.5(0.7)		4.2(0.6)		4.0(1.1)	
two	26 (12)	4.5(0.7)		3.9(0.8)		3.7(1.1)	
three or more	21 (10)	4.5(0.9)		3.7(0.8)		3.9(1.2)	
Age							
18-25 years old	40 (20)	4.0(1.0)	**0.043***	3.9(1.0)	0.192	3.9(1.0)	0.206
25 - 35	81 (40)	4.5(0.8)		4.0(0.9)		4.1(1.1)	
36 - 45	38 (19)	4.2(1.0)		3.6(0.9)		3.7(1.0)	

	n(%)					
46 +	43 (21)	4.4(0.9)		3.8(1.0)		3.7(1.2)
Education level			0.932		0.419		0.644
missing: $n = 1$						
high school	27 (13)	4.3(1.0)		3.8(1.0)		3.8(1.1)
some college	42 (21)	4.2(1.0)		3.9(0.9)		4.1(1.1)
associates degree	33 (16)	4.3(1.0)		3.8(1.1)		3.9(1.2)
bachelor's	79 (39)	4.4(0.8)		4.0(0.8)		3.8(1.1)
master's/doctorate	20 (10)	4.3(0.9)		3.5(1.0)		3.7(1.1)

Note: *$p < .05$

TABLE 2
MEAN TEAM DEVELOPMENT BEHAVIOR SCORES BY DEMOGRAPHICS

	n(%)	Leading a team		Being an effective team member		Diagnosing and facilitating team development	
		M(SD)	p-value	M(SD)	p-value	M(SD)	p-value
All	202	4.7(0.9)		4.4(0.9)		4.4(0.8)	
Gender							
missing: $n = 1$							
Female	98(49)	4.8(0.7)	0.078	4.5(0.8)	0.110	4.5(0.8)	0.171
Male	103(51)	4.6(1.0)		4.3(1.0)		4.3(0.9)	
Annual income							
< 35k	59 (29)	4.7(1.0)	0.849	4.4(1.0)	0.999	4.4(0.9)	0.993
36k – 45k	67 (33)	4.7(0.9)		4.4(0.8)		4.4(0.9)	
46k – 55k	25 (12)	4.6(0.9)		4.3(1.1)		4.3(0.8)	
56k – 65k	28 (14)	4.6(0.8)		4.4(0.9)		4.5(0.6)	
66k+	23 (11)	4.8(0.8)		4.4(1.0)		4.4(1.0)	
Relationship status							
Single	66 (33)	4.6(0.9)	0.610	4.3(0.8)	0.396	4.4(0.8)	0.883
married	69 (34)	4.8(0.8)		4.4(0.9)		4.4(0.8)	
divorced/widowed	21 (10)	4.5(1.2)		4.3(1.3)		4.4(1.0)	
in a relationship	46 (23)	4.7(0.9)		4.5(1.0)		4.5(0.9)	
Ethnicity							
White	155(77)	4.7(0.9)	0.130	4.4(0.9)	0.269	4.4(0.8)	0.870
Black	25 (12)	4.3(1.0)		4.2(1.0)		4.3(0.8)	
Other	22 (11)	4.6(0.8)		4.3(1.0)		4.4(0.9)	

	n (%)	M(SD)	p	M(SD)	p	M(SD)	p
Family size, missing: $n = 2$							
no children	124(61)	4.5(0.9)	0.005**	4.2(0.9)	0.016*	4.3(0.9)	0.195
1 child	29 (14)	5.0(0.7)		4.8(0.8)		4.7(0.8)	
two	26 (12)	4.8(0.8)		4.4(0.8)		4.5(0.6)	
three or more	21 (10)	4.9(0.8)		4.5(1.0)		4.5(0.9)	
Age							
18 - 25 years old	40 (20)	4.3(0.9)	0.037*	4.1(0.8)	0.054	4.2(0.9)	0.499
25 - 35	81 (40)	4.8(0.9)		4.4(1.0)		4.4(0.9)	
36 - 45	38 (19)	4.7(0.7)		4.5(0.8)		4.5(0.7)	
46+	43 (21)	4.8(0.9)		4.5(0.9)		4.5(0.9)	
Education level missing: $n = 1$							
high school	27 (13)	4.8(1.0)	0.725	4.5(1.0)	0.401	4.5(1.0)	0.800
some college	42 (21)	4.6(0.9)		4.3(0.8)		4.4(0.8)	
associates degree	33 (16)	4.8(0.8)		4.6(0.9)		4.4(0.9)	
bachelor's	79 (39)	4.7(0.9)		4.3(1.0)		4.4(0.9)	
master's/doctorate	20 (10)	4.6(0.7)		4.3(0.6)		4.4(0.6)	

Note: *$p < .05$; **$p < .01$

There were moderate - strong significant positive correlations between the stress management techniques and team development behaviors as shown in Table 3. The strongest correlation was found between being an effective team member and diagnosing and facilitating team development ($r = .80^{***}$). Additionally, the highest, moderately strong correlation was found between the stress management technique of eliminating stressors and the team development behavior of leading a team ($r = .61^{***}$).

TABLE 3
CORRELATIONS BETWEEN STRESS MANAGEMENT SKILLS AND TEAM DEVELOPMENT BEHAVIORS

Variables	1	2	3	4	5	6
1. Eliminating stressors	–					
2. Developing resiliency	.57***	–				
3. Short-term coping	.50***	.53***	–			
4. Leading a team	.61***	.45***	.40***	–		
5. Being an effective team member	.55***	.44***	.50***	.79***	–	
6. Diagnosing and facilitating team development	.58***	.48***	50***	.78***	.80***	–

Note: ***$p < .001$

A MANCOVA analysis examined the associations between stress management techniques, demographic characteristics, and team development behaviors. A significant relationship was found between the stress management technique of eliminating stressors and the team development behavior of leading a team ($p < 0.001^{***}$). Additionally, significant relationships were found between the stress management techniques of eliminating stressors and short-term coping and the team development behavior of being an effective team member ($p < 0.001^{***}$, respectively). Lastly, all three stress management techniques of eliminating stressors, developing resiliency and short-term coping were significantly related to the team development behavior of diagnosing and facilitating team development ($p < 0.001^{***}$; $p = 0.027^{*}$; $p < 0.001^{***}$, respectively).

LIMITATIONS AND FUTURE RESEARCH

The limitations of this study were the complexities involved in using two instruments which had not been previously used together in one quantitative analysis research study. The history of the instruments has been primarily regarded as teaching tools for students in academe management or leadership courses. The instruments were multifaceted in that a multitude of stress management technique variables and team development variables resided within each instrument. Rather than the participant being measured on just one overall stress management technique score, there were three, and rather than having just one team development behavior score, there were likewise three measured. Although this type of research is needed for the existing body of work, it did make this study complicated.

Future research should examine resiliency determinants further and the relationship that resiliency has on team leader and team member behaviors. An emerging body of research does look at resiliency as a way to retrain the brain for better wellbeing and happiness. Examining such resiliency factors such as physical (i.e., eating healing, exercise and sleep), cognitive (i.e. practicing mindfulness), emotional (i.e,

positive affirmations), spiritual (i.e., purposeful life), and social (i.e, nurturing relationships) and how these factors impact team development behavior are needed (Clopton, 2019).

VALUE TO THE PRACTICE

The value this study has to the practice is three-fold. This study adds value to such practices related to health to management to leadership. From a health standpoint, employees that understand more effectively how to manage stress on the job will benefit by having less stress. From a management perspective, having employees who are able to handle stress and time-pressured situations well will be advantageous for both the employees' work performances and the company's overall performance. From a leadership perspective, having empathy for all company employees by realizing the impact negative stress plays on everyone and then working to reduce it will create a more compassionate culture. For example, incorporating leadership training workshops into the organization on stress reduction for all employees to have access to.

CONCLUSION

Hypothesis 1 was fully supported, and Hypothesis 2 was partially supported. The results of this study showed that people aged 26 – 35 years old were better at being able to eliminate stressors when it came to managing stress. For example, as this pertains to a workplace environment, a person's younger years can be more of a time of leaving organizations and making career moves in search of greater job satisfaction. Developing resiliency skills was found highest in those people who were not married but in a relationship. Being in a relationship but not legally married to someone can be less stressful. Either person can decide to leave the relationship without any strings attached. Developing resiliency in these types of relationships can be more easily done due to the lack of stress which comes from more long-term relationships.

The Black ethnic group scored the lowest on the stress management technique of developing resiliency. This was a surprising find because the Black culture is known for its strength. To speculate on this surprising find further, possibly the Black ethnic group has been through so much racial discrimination that they have learned to handle stress in alternative ways that could be beneficial to explore further for other ethnic groups to learn.

Participants without any children were least likely to lead teams. To speculate further on this finding is that people who have no children are not used to being around an influx of people in their lives. They typically live alone or are in relationships identified as DINKS (i.e., dual income, no kids). Therefore this family demographic might be more comfortable as followers rather than leaders since the majority of their lives are spent living alone or maybe with one other person.

Younger people (i.e., 18 – 25 years old) were least likely to lead teams. This could be due to the lack of experience a person has at this age within their careers. Many people in this age bracket have not had as many management or leadership experiences which call for leading teams. Likewise, younger people in this same age bracket were least able to be an effective team member. Again, this could be due to a lack of experience in their careers and working on teams. Globally, 18 – 25 years of age is the time when people are likely to pursue a college education, and career experiences and team member experiences are not as prevalent during this time in one's life.

Moreover, this study did show that the better able a person was in managing stress, the better able the person was regarding team development behaviors. More specifically, the better a person was at being able to eliminate stressors, the better the person was at leading a team. To speculate further on this finding, any person who has been given the task of leading a team will need the ability to be able to put out fires all along the way whether that be with personnel changes or mediating conflicting situations, for example.

Furthermore, being able to eliminate stressors and having short-term coping skills related significantly to being an effective team member. To speculate further on this finding, being a team member can require short-term coping capabilities, especially when working on a team that has many

conflicting personalities and roles. In addition, if a team member can be bold enough to eliminate stressors this can be a more effective move. It is those team members who are unwilling or unable to recognize needed team changes that can cause even more conflicting problems for a group.

Another surprising find in this study was that all three stress management techniques of eliminating stressors, developing resiliency and short-term coping skills were significantly related to only one team development behavior -- diagnosing and facilitating team development. Arguably one of the harder team development behavior skill sets to have required a higher level of being able to manage stress.

Lastly, another surprising find was that eliminating stressors was the only stress management technique that was significantly related to all three team development behaviors. Being able to eliminate stress all together on the job is easier said than done. However, based on the results of this study, it is crucial to developing positive team development behaviors. Some examples of management strategies for eliminating stressors include effective time management and delegation skills for time stressors. Emotional intelligence and collaboration and team building skills can be used for encounter stressors. Work redesign can be implemented for situational stressors, and goal setting and small wins can be used for anticipatory stressors (Whetten & Cameron, 2010).

In closing, companies who have an ongoing plan of action towards helping their employees manage stress will benefit by getting less stressed-out workers who deliver back higher performances. Examples of companies that are proactive in helping employees manage stress on the job include, for example, Airbnb which provides free yoga classes for employees. Apple allows up to 30 minutes each day for employees to meditate. Nike offers relaxation rooms. Dropbox has ping pong tables for employees to play on. Google has a bowling alley and a basketball court for employees to enjoy. Furthermore, Amazon, Etsy, Ben and Jerry's, and Proctor & Gamble allow employees to bring their pets to work (Kahr, 2019). Major corporations may have more funds available to build basketball courts, for example, but any sized company can infuse stress management initiatives into the workplace such as with meditation time and relaxation rooms. At the end of the day, if employees are less stressed, better performances will prevail regardless of job title or role as this study has indicated.

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