### Worksheet 3

**Example Situation:** Max has to write an essay for school. He is diligent and writes 12 pages within 2 hours. When Max gets thirsty, he leaves the room to get a drink. Upon his return, he sees that the computer is suddenly undergoing Windows updates and restarting. Max thinks, "Everything I've written so far is gone... Stupid, unreliable technology; I should have written everything on paper from the beginning." Negative emotions such as frustration and anger build up in him. Moreover, he is nervous about whether he can finish the essay since it is due the next morning. Angry at the technology, he decides to rewrite the essay by hand. The next day at school, Max angrily hands in his essay to the teacher and explains what happened. The teacher informs Max that word processing programs typically have an autosave function, and his essay probably wasn't deleted by the computer restart. Additionally, the teacher advises Max that the next time he faces such problems, taking a moment away from the technology to calm down can be helpful, allowing him to approach the problem with a clear mind later. After school, Max immediately checks the computer to see if his essay is still there. Indeed, Max finds his essay again. Max realizes that he was overwhelmed by his emotions and didn't think and act clearly.

**What Can Be Extracted from the Situation?** The situation illustrates that we might act less effectively than intended if we can't manage our emotions. The emerging negative emotions about unreliable technology can contribute to the effects of technostress. Furthermore, a coping strategy can be derived from the situation. The so-called distancing is a coping strategy to address technostress. Taking a moment away from stressful technology is part of this strategy. This allows the body to calm down, and the problem that led to the stressful situation can be addressed later.

**What other strategies to reduce stress could be applied in the described case?**