MNO 4316/4712
Experiencing Work: Effects on Well-Being

Instructor:	Rashimah Rajah, Ph.D.
Contact:	r.rajah@nus.edu.sg
Office hours:	By appointment
Meeting:	AY2020/21, Semester 2, Friday 12:00pm – 3:00pm, BIZ2-HSSAU

I.   Course Description and Objectives

Besides the traditional focus on directly managing employee performance, companies are increasingly focusing on enhancing worker well-being, as Human Resources managers and professionals realize that employees who are better off psychologically (happier with their jobs, more satisfied with their family lives, etc.) are more productive, more committed to their employer and less likely to quit. Employees also value achieving success at work, maintaining work-family balance, and deriving satisfaction from their work, in addition to the more tangible outcomes associated with work such as salary and benefits. In this context, understanding how work can influence employees' psychological well-being, both negatively and positively, and what can employees and companies do to manage the influences of work on well-being will get companies an advantage in terms of recruiting and also having happier and more satisfied employees.

Upon completion of this module, students should have acquired an understanding of the major conceptual models that explain how work (e.g., job demands) influence behavior and well-being (e.g., satisfaction, work-life balance, strain), and of the strategies that employees and organizations can use to manage those influences. Students will also learn, in practical terms, what they can do to protect themselves from the negative effects of work demands (e.g., work overload causing stress and strain), and also what they can do to benefit more from positive work experiences. The knowledge and skills acquired from taking this module should help students, as future employees, be more satisfied with their jobs and lives.

II.   Readings

Each week we will cover a number of readings, as indicated in the course outline below. The readings list for each week may be slightly updated (i.e., I may add recent articles) before the class – in which case I will let you know and provide the relevant readings a week in advance. There is no textbook required for this course, as the articles to be discussed in class will be uploaded on LumiNUS.

III.   Course Organization and Expectations

This is a seminar class. I will make presentations at the beginning of the class on all the topics. Besides the presentations, this course involves class discussions, exercises, and a group project. All students are expected to have read all assigned materials prior to class and are expected to come to class with comments and questions on the material to be covered.

IV.   Course Grades

There will be four graded activities: class attendance/participation (15%), individual paper (40%), group project written reports (25%), and in-class presentation of the group project (20%). **Instructions for individual and group assignments will be uploaded on LumiNUS.**

Last revised on: 14 December 2020

VII. Course Outline

Articles marked with * are compulsory readings. Other articles are recommended readings.

Week 1 (January 15): Introduction

*Grant, A.M., Christiansan, M.K., & Price, R.H. (2007). Happiness, health, or relationships? Managerial practices and employee well-being tradeoffs. *Academy of Management Perspectives, 21,* 51-63.

*Petty, M. M., McGee, G. W., & Cavender, J. W. (1984). A meta-analysis of the relationships between individual job satisfaction and individual performance. *Academy of Management Review, 9,* 712-721.

Week 2 (January 22): Models of Stress and Well-Being: Job Characteristics and Demands

*Bakker, A.B., Demerouti, E., & Sanz-Vergel, A.I. (2014). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior, 1,* 389-411.

Ilies, R., Aw, S. S. Y., & Pluut, H. (2015). Intraindividual models of employee well-being: What have we learned and where do we go from here. *European Journal of Work and Organizational Psychology, 24,* 827-838.

*Ilies, R., & Dimotakis, N., & De Pater, I. E. (2010). Psychological and physiological reactions to high workloads: Implications for well-being. *Personnel Psychology, 63,* 407–436.

Ilies, R., Huth, M. L., Ryan, A. M., & Dimotakis, N. (2015). Explaining the link between workload and work-family conflict: Physical, cognitive and emotional fatigue. *Journal of Educational Psychology, 107,* 1136-1149.

Johnson, J. V., & Hall, E. M. (1988). Job strain, work place social support, and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health, 78,* 1336-1342.

*Karasek, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly, 24*, 285-308.

Oerlemans, W.G.M., & Bakker, A.B. (2018). Motivating job characteristics and happiness at work: A multilevel perspective. *Journal of Applied Psychology, 103,* 1230-1241

Parker, S. K. (2014). Beyond motivation: Job and work design for development, health, ambidexterity, and more. *Annual Review of Psychology, 65,* 661-691.

*Schaufeli, W. B., and Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior, 25,* 293-315.

Sonnentag, S., & Fritz, C. (2015). Recovery from job stress: The stressor-detachment model as an integrative framework. *Journal of Organizational Behavior, 36,* S72-S103.

Week 3 (January 29): Affect, Work Attitudes, and Motivation

Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. *European Journal of Work and Organizational Psychology*, *20*, 4–28. http://dx.doi.org/10.1080/1359432x.2010.485352

*Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal of Personality and Social Psychology, 56*, 815-822.

Ilies, R., & Judge, T. A. (2004). An experience-sampling measure of job satisfaction: Its relationships with affectivity, mood at work, job beliefs, and general job satisfaction. *European Journal of Work and Organizational Psychology, 13,* 367-389.

Ilies, R., Wagner, D. T., Wilson, K. S., Ceja, L., Johnson, M., DeRue, D. S., & Ilgen, D. R. (2017). Flow at Work and Basic Psychological Needs: Effects on Well-Being. *Applied Psychology: An International Review, 66,* 2-24.

*Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology, 63,* 341-367.

*Rothbard, N.P., & Wilk, S.L. (2011). Waking up on the right or wrong side of the bed: Start-of-workday mood, work events, employee affect, and performance. *Academy of Management Journal, 54,* 959-980.

*Watson, D. (2000). *Mood and temperament*. New York: The Guilford Press. Chapter 1, pp. 1-30.

Week 4 (February 5): Coping: Dealing with Stress and Burnout

Folkman, S., & Moskowitz, J. T. (2004). Coping: Pitfalls and promise. *Annual Review of Psychology, 55,* 745-774.

*Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American Psychologist, 44,* 513-524.

*Lazarus, R. S. (1993). From psychological stress to the emotions: A history of changing outlooks. *Annual Review of Psychology, 44,* 1-21.

*Maslach, C., & Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52,* 397-422.

*Moss, J. (2019) Burnout is about your workplace, not your people. *Harvard Business Review Online,* retrieved from: https://hbr.org/2019/12/burnout-is-about-your-workplace-not-your-people

*Sonnentag, S. (2001). Work, recovery activities, and individual well-being: A diary study. *Journal of Occupational Health Psychology, 6,* 196-210.

Sonnentag, S., & Fritz, C. (2007). The Recovery Experience Questionnaire: Development and validation of a measure for assessing recuperation and unwinding from work. Journal of Occupational Health Psychology, 12, 204-221.

Trougakos, J.P., Beal, D.J., Green, S.G., & Weiss, H.M. (2008). Making the break count: An episodic examination of recovery activities, emotional experiences, and positive affective displays. *Academy of Management Journal, 51,* 131-146.

Week 5 (February 12): Public Holiday / Group Project Consultations

Week 6 (February 19): Flourishing: Well-Being as Catalysts to Performance

*Berg, J. M., Grant, A. M., & Johnson, V. (2010). When callings are calling: Crafting work and leisure in pursuit of unanswered occupational callings. *Organization Science, 21,* 973-994.

Hülsheger, U.R., Alberts, H.J.E.M., Feinholdt, A., & Lang, J.W.B. (2012). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology, 98,* 310-325.

*Reb, J., Narayanan, J., & Chaturvedi, S. (2014). Leading mindfully: Two studies on the influence of supervisor trait mindfulness on employee well-being and performance. *Mindfulness, 5,* 36-45.

*Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of Management Review, 26*, 179-201.

*Wrzesniewski, A., Berg, J.M., & Dutton, J.E. (2010). Turn the job you have into the job you want. *Harvard Business Review, 88,* 114-117.

Week 7 (March 5): Work-Life Conflict and Enhancement

Goh, Z. W. C., Ilies, R., & Wilson, K. S. (2015). Supportive supervisors improve employees' daily lives: The role supervisors play in the impact of daily workload on life satisfaction via work-family conflict. *Journal of Vocational Behavior, 89,* 65-73.

*Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review, 10,* 76-88.

*Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review, 31,* 72–92.

Grzywacz, J. G., Carlson, D. S., Kacmar, K. M., & Wayne, J. H. (2007). A multi-level perspective on the synergies between work and family. *Journal of Occupational and Organizational Psychology, 80,* 559–574.

*Ilies, R., Keeney, J., & Scott, B. A. (2011). Work-family interpersonal capitalization: Sharing positive work events at home. *Organizational Behavior and Human Decision Processes, 114,* 115-126.

*Ilies, R., Wilson, K. S., & Wagner, D. T. (2009). The spillover of job satisfaction onto employees' family lives: The facilitating role of work-family integration. *Academy of Management Journal, 52,* 87-102.

Kossek, E., & Ozeki, C. (1998). Work-family conflict, policies, and the job-life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology, 83,* 139-149.

Nohe, C., Meier, L.L., Sonntag, K., & Michel, A. (2015). The chicken or the egg? A meta-analysis of panel studies of the relationship between work-family conflict and strain. *Journal of Applied Psychology, 100,* 522-536.

Week 8 (March 12): Technology at the Workplace: Well-Being and Constant Connectivity

*Allen, T.D., Johnson, R., Kiburz, K., Shockley, K. (2013). Work-family conflict and flexible work arrangements: Deconstructing flexibility. *Personnel Psychology, 66,* 345-376.

Allen, T.D., Golden, T.D., Shockley, K.M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science and Public Interest, 16,* 40-68.

Ashford, S.J., Caza, B.B., & Reid, E.M. (2018). From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work. *Research in Organizational Behavior,* 10.1016/j.riob.2018.11.001.

Barley, S.R., Meyerson, D.E., & Grodal, S. (2011). E-mail as a source and symbol of stress. *Organization Science, 22,* 887-906.

*Kossek, E. E., Lautsch, B. A., & Eaton, S. C. (2006). Telecommuting, control, and boundary management: Correlates of policy use and practice, job control, and work–family effectiveness. *Journal of Vocational Behavior, 68,* 347-367.

*Mazmanian, M. (2013). Avoiding the trap of constant connectivity: When congruent frames allow for heterogeneous practices. *Academy of Management Journal, 56,* 1225-1250.

*Rajah, R., & Ilies, R. (2017). Technology and work-life integration: Introducing the nomological network of job connectedness. In M. las Heras, N. Chinchilla, & M. Grau (eds.), *The work-family balance in light of globalization and technology* (pp. 8-37). Newcastle, UK: Cambridge Scholars Publishing.

Spreitzer, G.M., Cameron, L., & Garrett, L. (2017). Alternative work arrangements: Two images of the new world of work. *Annual Review of Organizational Psychology and Organizational Behavior, 4,* 473-499.

Week 9 (March 19): Group Project (Written Assignment) Due, Group Presentations 01

Week 10 (March 26): Group Presentations 02

Week 11 (April 2): Public Holiday

Week 12 (April 9): Group Presentations 03

Week 13 (April 16): Wrap-Up / Individual Assignment Due

Follmer, K. B., & Jones, K. S. (2018). Mental illness in the workplace: Interdisciplinary review and organizational research agenda. *Journal of Management, 44,* 325-351.

*Tetrick, L.E., & Winslow, C.J. (2015). Workplace stress management interventions and health promotion. *Annual Review of Organizational Psychology and Organizational Behavior, 2,* 1-16.

*Sonnentag, S. (2018). The recover paradox: Portraying the complex interplay between job stressors, lack of recovery, and poor well-being. *Research in Organizational Behavior, 36,* 169-185.

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty are essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources. Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubt, you should consult your instructor.

Additional guidance is available at:

http://nus.edu.sg/osa/resources/code-of-student-conduct and
https://libguides.nus.edu.sg/new2nus/plagiarism