MNO 4712

Experiencing Work: Effects on Well-Being

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Office hours: By appointment

Meeting: AY2022/23, Semester 2, Friday 12:00pm – 3:00pm, BIZ1-0205

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 Canvas or to be found in NUS Libraries.

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. The expectations are in line with those of a 4K module. **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

The following are the graded activities: class attendance/participation (20%), individual paper (30%), group project written reports (25%), in-class presentation of the group project (20%), and peer evaluation (5%). **Instructions for individual and group assignments will be uploaded on Canvas.**

VII. Course Outline

Week 1 (January 13): 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.

Week 2 (January 20): 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.

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

Week 3 (January 27): Affect, Work Attitudes, and Motivation

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

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 3): Coping: Dealing with Stress and Burnout

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

Week 5 (February 10): Flourishing: Well-Being as Catalysts to Performance

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.

(optional) 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 6 (February 17): Group Project Consultations

Week 7 (March 3): Well-Being Seminar by Guest Speaker

Week 8 (March 10): Work-Life Conflict and Enhancement

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.

(optional) 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.

Week 9 (March 17): 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.

(optional) 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.

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.

Week 10 (March 24): ALL SLIDES DUE MARCH 23. Group Presentations 01

Week 11 (March 31): Group Presentations 02

Week 12 (April 7): Public Holiday

Week 12 (April 14): Wrap-Up / Individual Assignment & Group Written Assignments Due

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.

(optional) 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