

MANA 7A97 - STRESS AND WORK

Fall 2016: 6:00-9:00pm Th

113 Melcher Hall

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Office Hours: 5:00-6:00pm TH or by appointment

Texts: Quick, Wright, Adkins, Nelson and Quick, Preventive Stress Management in Organizations (Second Edition), American Psychological Association, 2013 (Q)

Stress and Work Custom Edition (Greenberg, Comprehensive Stress Management, 13th Ed., McGraw-Hill, 2015. (G)
(<http://shop.mheducation.com/mhshop/productDetails?isbn=1259890155>)

Course Description and Objectives:

Stress in general, and work-related stress specifically, are topics of growing interest, concern and discussion among both employees and employers. However, what stress really is, the extent of its impact, and the effectiveness of approaches to coping with it, are still open to question. Broadly stated, the objective of this course is to increase your awareness and understanding of work stress and related issues. It is not intended to be either a self-help course, focusing on resolving your own job and career concerns, or a mechanism to turn you into a stress researcher. Rather, it is hoped that the knowledge and experiences gained in this course will afford you a clearer perspective on the sources and outcomes of stress, and what you and your organizations can do to manage it constructively.

Some specific objectives for the course include:

1. To learn why work-related stress is a topic receiving considerable attention in organizations today;
2. To examine the major factors contributing to stress in organizations and work environments;
3. To explore the relationships between stress, physical and mental health, and job performance;

4. To consider issues relevant to the design and conduct of stress management programs, broadly defined; and
5. To become aware of the wide variety of approaches available for managing stress.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Oct. 20	Introduction/Theories and Definitions of Stress	Q Ch. 1
Oct. 27	Organizational Demands and Stressors	Q Ch. 2
Nov. 3	Individual Consequences of Stress	Q Ch. 4, G Ch. 2*
Nov. 10	Organizational Consequences of Stress/ Organizational Coping	Q Chs. 5, 7
Nov. 17	Organizational Coping (cont.)	Q Chs. 8, 9
Dec. 1	Individual Coping	Q Chs. 10; G Chs. 3-6
Dec. 8	Individual Coping/Designing Healthy Organizations	Q Chs. 11, 13 G Chs. 7-11
Dec. 13	EXAM	

*** PLEASE NOTE:** The chapter numbers for the readings in the Greenberg book are the numbers as listed in the Table of Contents. As this is a custom text, these numbers do not match the numbers on the actual chapters. Please go by the Table of Contents numbers.

Class Format

The class format is primarily lecture and discussion, with an encouragement of the latter. In addition, there will be occasional exercises and group discussions. Your involvement in class activities will not be graded but is strongly encouraged and is essential in making the class work and enhancing your understanding of the material.

Evaluation: Exam

There will be one exam, in a short-answer/essay question format. It will cover the major topics from the readings and the class discussions. The test will be worth one-third of your grade.

Evaluation: Paper #1

In order to better apply the perspectives discussed in this class, you will write a paper examining your experience of stress in the workplace. The intent of this paper is for you to address the stress that you undergo in your current job (or have undergone in a previous one) and to discuss its existence and its implications. You could address such questions as in what ways do you consider your job stressful? What are some examples of the situations that you have felt to be stressful? Do other people in your organization feel the same way? What are your reactions to this stress? How do you try to cope with it as an individual? What could the organization do to help you in the coping process? If you have not had any stressful experiences at work, you may interview someone who considers their job to be stressful. If you choose the interview option, it is not to be a transcript of the questions asked and the answers received, but rather a summary in your own words of your interviewee's comments. This paper, which will be due on **November 10th**, will be worth one-third of your final grade, and should be at least five pages (double-spaced, 1" margins all around, 12-point font). Please note that five pages means five full pages or more. Papers must be submitted in both hard copy format and via email to the instructor.

Evaluation: Paper #2

There are two parts to this assignment. **First**, in order to assist you in dealing with the stress that you face in your life, choose one of the stress management techniques outlined in the Stress and Work Custom Edition text and practice it regularly for at least a three week period. In this paper you will discuss your expectations prior to engaging in the activity and your reactions to it after having engaged in it. Please note that if you choose a stress management approach that requires a significant physical activity component, it is recommended that you make sure that you are in sufficient physical condition to undertake such activity. Also, you should be honest as to the outcomes of this activity. You will be graded on the clarity and completeness of your discussion of your experience of this technique, not on its value to you or lack thereof. **Second**, complete Lab Assessments 13.1 and 13.3, also in the Stress and Work Custom Edition. Discuss the overall picture of health risk and barriers that develops, but it is not necessary to report scores or concerns in sensitive areas (e.g., sexual activities, drug use). Also discuss ways in which you might overcome barriers that were identified for a particular health concern. This paper should be at least five pages (same format as Paper #1), is worth one-third of your grade and is due on **December 8th**. An indication of the stress management technique you have chosen

is due by **November 3rd**. For both written assignments the instructor will be happy to provide guidance/suggestions as to their direction and focus.

The final course grade will be comprised of the following:

Exam:	50 points
Paper #1:	50 points
Paper #2:	<u>50 points</u>
	150 points = Maximum score

Course grades will be based on the following distribution:

A = 138-150	B = 123-131	C = 108-116	D = 93-101
A- = 135-137	B- = 120-122	C- = 105-107	D- = 90-92
B+ = 132-134	C+ = 117-119	D+ = 102-104	F = 0-89

Evaluation: Extra Credit

Students can earn an extra 4 points to apply to their grade in the following manner. The instructor's website has a page titled "Helpful Links" which lists a number of resources and their websites generally related to the topic of stress. Students may explore the topic of stress and work on the Internet and propose additional sites that are not currently listed. They may do this by turning in a half-page typed summary of the site (in their own words) including its applicability to this course and why it should be included in the resource list. Also, students should attach a few pages copied from the website to demonstrate its value and relevance. Another alternative would be to suggest a cellphone app that would be of value in regard to some aspect of stress and health and provide similar documentation of its usefulness. Each student can earn only 4 points; later submissions will be accepted but will not earn more credit. In addition, each site/app will be accepted from only one student; if a site/app has already been proposed it will not earn credit for any other student. The deadline for submitting these websites/apps is **December 1st**. Other opportunities for extra credit may be available; if they are they will be offered to the entire class and will not be provided on an individual basis.

Blackboard Learn Information for Students

All exam scores and grades will be posted on Blackboard Learn for this course. Additionally, all mass communications from the instructor will be done using email through Blackboard, and students may post messages to each other via an available bulletin board. Thus it is important that you understand this system, which is located at <http://www.uh.edu/blackboard>. Help regarding Blackboard Learn can be obtained at www.uh.edu/blackboard/help/index.html.

Class Policies

General:

1. Please ask any questions you may have about the topics being considered, either in class or during office hours. If you're not clear about an issue, make sure you ask about it.
2. It is assumed that you will have read each of the assignments prior to class.
3. During class, please respect the rights of your fellow classmates. Please do not carry on conversations in class, and please turn off cell phones. Also, try to avoid getting to class late and leaving early, as these are very disruptive.
4. You are responsible for all discussions, announcements, videos, etc. that occur during class; if you cannot be present, obtain this information from your classmates.
5. The instructor reserves the right to make changes in the syllabus as necessary during the course of the semester.

Accommodations for Students with Disabilities

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

Academic Honesty

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook, which can be reviewed at <http://www.uh.edu/dos/studenthandbook/>. Students are expected to be familiar with this policy.

Course Evaluations

The Bauer College of Business has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to instructors and to the Bauer College through the evaluation process.