



This learning unit is not open to incoming exchange students!

Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>Part 1 : Detailed presentation of the process of coping as developed in the model of Lazarus and Folkman (1984) ; the three theoretical assumptions of the model (situational, processual and transactional) and why they have been omitted from most research. The conceptual framework for work analysis which gives meaning to enrich the approaches to the process of coping ; parallel examination of key elements of the conceptual framework of work analysis (behaviours, constraints, effects, dynamics) and the model of the process of coping. Analysis of coping strategies as a sub-group of effective work activities. . Part 2 : Detailed presentation of the JDR model (Job Demands-Resources) of Schaufeli and Bakker (2004) ; the two processes which account for well-being in the workplace (process of deterioration of health and motivational process) ; current state of research. Presentation of a research study based on this model. Examination of the advantages, drawbacks and practical limits of this model. Part 3 : Research on stress and coping in the professional environment includes, as explanatory variables, characteristic features of work (e.g. conditions of work) and/or individuals (e.g. type of personality) which cause it. However, there has been little investigation of the effects of the social status of employees: this question is particularly relevant in the light of the growing diversity of the labour force (in terms of gender, culture etc.) Indeed, work on social stigmatization has established that belonging to a socially devalued group (in the world of work this means being a woman, a foreigner or an elderly employee) is a source of stress and may set in train processes involving loss of self-esteem which can affect an individual's performance and attitudes. The course deals with certain processes of social stigmatization, their effects on well-being and the strategies for coping that employees can develop. This analysis is applied to certain groups of employees, especially elderly ones, and the topic of age in the workplace.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Lecturer : - Course objectives (skills) PART 1 : STRATEGIES FOR COPING : FROM THE MODEL TO PROFESSIONAL REALITY To adopt a critical and pragmatic stance towards the notion of the strategy of coping and make in functional in respect of the tasks and activities of the employee.</p> <p>1. PART 2 : THE JD-R MODEL (JOB DEMANDS-RESOURCES) : CONCEPTS, METHODS AND APPLICATION To develop a methodological application and a critical stance towards a theoretical model. PART 3 : STRESS AND COPING : EFFECTS LINKED TO DIVERSITY (E.G. AGE, GENDER, ETHNICITY) : To include in the analysis aspects of stress and coping relating to diversity within organizations.</p>
Content	<p>PART 1 : STRATEGIES FOR COPING : FROM THE MODEL TO PROFESSIONAL REALITY To adopt a critical and pragmatic stance towards the notion of the strategy of coping and make in functional in respect of the tasks and activities of the employee. PART 2 : THE JD-R MODEL (JOB DEMANDS-RESOURCES) : CONCEPTS, METHODS AND APPLICATION To develop a methodological application and a critical stance towards a theoretical model. PART 3 : STRESS AND COPING : EFFECTS LINKED TO DIVERSITY (E.G. AGE, GENDER, ETHNICITY) : To include in the analysis aspects of stress and coping relating to diversity within organizations. Part 1 : Detailed presentation of the process of coping as developed in the model of Lazarus and Folkman (1984) ; the three theoretical assumptions of the model (situational, processual and transactional) and why they have been omitted from most research. The conceptual framework for work analysis which gives meaning to enrich the approaches to the process of coping ; parallel examination of key elements of the conceptual framework of work analysis (behaviours, constraints, effects, dynamics) and the model of the process of coping. Analysis of coping strategies as a sub-group of effective work activities. . Part 2 : Detailed presentation of the JDR model (Job Demands-Resources) of Schaufeli and Bakker (2004) ; the two processes which account for well-being in the workplace (process of deterioration of health and motivational process) ; current state of research. Presentation of a research study based on this model. Examination of the advantages, drawbacks and practical limits of this model. Part 3 : Research on stress and coping in the professional environment includes, as explanatory variables, characteristic features of work (e.g. conditions of work) and/or individuals (e.g. type of personality) which cause it. However, there has been little investigation of the effects of the social status of employees: this question is particularly relevant in the light of the growing diversity of the labour force (in terms of gender, culture etc.) Indeed, work on social stigmatization has established that belonging to a socially devalued group (in the world of work this means being a woman, a foreigner or an elderly employee) is a source of stress and may set in train processes involving loss of self-esteem which can affect an individual's performance and attitudes. The course deals with certain processes of social stigmatization, their effects on well-being and the strategies for coping that employees</p>

	can develop. This analysis is applied to certain groups of employees, especially elderly ones, and the topic of age in the workplace.
Other infos	Teaching method(s) : Lectures, illustrations, discussions, exercices etc. Assessment methods : There is a group exercise in each part of the course. At the end, each group chooses one of the three exercises and produces a five page report to be emailed to the course coordinator.
Faculty or entity in charge	PSP

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master in Risk Management and Well-Being in the Workplace	GRB2MC	3		