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| To be filled in by the Field of Study Committee | | Module (course block) name: **ELEVTIVE COURSE** | | | | | | | | | | Module code: **D** | | | |
| Course name: **WELL-BEING IN THE ORGANIZATION** | | | | | | | | | | Course code: **37.** **5.** | | | |
| Organisational Unit conducting the course/module: **INSTITUTE OF ECONOMICS** | | | | | | | | | | | | | |
| Field of study: **LOGISTICS** | | | | | | | | | | | | | |
| Mode of study: **FULL - TIME** | | | | Study profile: **PRACTICAL** | | | | | | | | | |
| Year / semester: **I/II** | | | | Course/module status:**OPTIONAL** | | | | Course/module language: **ENGLISH/POLISH** | | | | | |
| Form of tuition | | lecture | | class | | | laboratory | project | | seminar | | | other (please, specify) |
| Course load (hrs) | |  | | **15** | | |  |  | |  | | |  |
| Module/course coordinator | | | | | | Ewa Patra Ph.D | | | | | | | | | |
| Lecturer | | | | | | Ewa Patra Ph.D | | | | | | | | | |
| Course/module objectives | | | | | | The main goal of this course is to introduce students’ with selected aspects of well-being in the organization. They will gain knowledge about the essence and growing importance of well-being in the working environment. Students will also learn haw promoting well-being can help prevent stress and create positive working environments where individuals and organisations can thrive. | | | | | | | | | |
| Entry requirements | | | | | | - | | | | | | | | | |
| **LEARNING OUTCOMES** | | | | | | | | | | | | | | | |
| No. | Learning outcome description | | | | | | | | | | | | | | Reference to the learning outcomes for **Field of Study** |
| 01. | has knowledge about principles of well-being and its importance for the functioning of the employee and the organization. | | | | | | | | | | | | | | K1P\_W05 |
| 02. | knows that well-being can be a core enabler of employee engagement and organizational performance and can deliver mutual benefit to people, organizations, economies and communities. | | | | | | | | | | | | | | K1P\_W06  K1P\_W07 |
| 03. | is able to describe tools of well-being and its value for organizations and employees. | | | | | | | | | | | | | | K1P\_U01 |
| 04. | can analyze problems in constantly changing environment of labour markets and its impact on employee well-being and organizational management. | | | | | | | | | | | | | | K1P\_U06 |
| 05. | is able to develop and present a multimedia presentation on well-being in organization issues. | | | | | | | | | | | | | | K1P\_U11 |
| 06. | is aware of the importance of well-being for the effectiveness of work and efficiency of work organization; has the need to increase knowledge on this subject. | | | | | | | | | | | | | | K1P\_K01 |
| 07. | publicly present ideas and reflections on well-being in the organization in persuasive way, actively cooperates in the group, taking various roles in it. | | | | | | | | | | | | | | K1P\_K02 |
| **COURSE CONTENT** | | | | | | | | | | | | | | | |
| **Classes** | | | | | | | | | | | | | | | |
| Definition of well-being and the importance of well-being in the work environment; pillars of holistic employee well-being; ways and tools to Improve well-being at work; benefits of achieving well-being for the employee and the employer - a healthier and more inclusive culture, better work-life balance, better employee morale and engagement; well-being at work as a form of preventing burnout; examples of companies that care about employee well-being. | | | | | | | | | | | | | | | |
| Basic literature | | | 1. What Is Employee Wellbeing? And Why Does It Matter?, https://www.gallup.com/workplace/404105/importance-of-employee-wellbeing.aspx.aspx  2. J. Clifton, J. Harter, Wellbeing at Work: How to Build Resilient and Thriving Teams, Gallup Press, 2022.  3. Global Wallness Economy Monitor 2023, https://globalwellnessinstitute.org/the-2023-global-wellness-economy-monitor.  3. As workforce well-being dips, leaders ask: What will it take to move the needle?, https://www2.deloitte.com/xe/en/insights/topics/talent/workplace-well-being-research.html  4. Quality of Life. Human and Ecosystem Well-being, red. K. Ostasiewicz, Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu nr. 435, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu; IBUK Libra, 2016.  5. Corporate wellness w organizacji. Uwarunkowania, model wymiarów działań, możliwości rozwoju / Marzena Syper-Jędrzejak, Wydawnictwo Uniwersytetu Łódzkiego: ebookpoint BIBLIO, 2019. | | | | | | | | | | | | |
| Additional literature | | | 1. Eurostat, Key figures on Europe, Luxembourg: Publications Office of the European Union, European Union. 2. https://ec.europa.eu/eurostat 3. https://www.ilo.org/global/lang--en/index.htm 4. Well-being in the workplace, https://www.mckinsey.com/featured-insights/well-being-in-the-workplace | | | | | | | | | | | | |
| Teaching methods | | | Multimedia presentation, case study, analysis of texts with discussion, work in groups. | | | | | | | | | | | | |
| Teaching methods including methods and techniques of remote teaching | | | Webinars | | | | | | | | | | | | |
| **Learning outcomes verification methods** | | | | | | | | | | | | | | Learning outcome number | |
| Test – single choice. | | | | | | | | | | | | | | 01, 02,03 | |
| Multimedia presentation | | | | | | | | | | | | | | 04,05,06,07 | |
| Active participation in classes, case study | | | | | | | | | | | | | | 04,05,06,07 | |
| Form and terms of awarding credits | | | | | Test 30%, multimedia presentation 40%, attendance to classes and activity 30%. Substantive and formal quality of the presentation; activity and attendance. For the test it is necessary to obtain 51% of all possible points to be earned. | | | | | | | | | | |
| STUDENT WORKLOAD | | | | | | | | | | | | | | | |
| Type of activity/tuition | | | | | | | Number of hours | | | | | | | | |
| Total | | | | Activities related to practical professional preparation | | Participation in classes conducted with the use of methods and techniques of remote teaching | | |
| Participation in lectures | | | | | | |  | | | |  | |  | | |
| Independent study of lecture topics | | | | | | |  | | | |  | |  | | |
| Participation in classes and laboratories | | | | | | | 15 | | | | 15 | |  | | |
| Independent preparation for classes | | | | | | | 15 | | | | 15 | |  | | |
| Preparation of projects/essays/etc. | | | | | | | 30 | | | | 30 | |  | | |
| Preparation for examination/credit awarding test | | | | | | | 15 | | | | 15 | |  | | |
| Participation in consultation hours | | | | | | | 1 | | | |  | |  | | |
| Other | | | | | | |  | | | |  | |  | | |
| TOTAL student workload in hours | | | | | | | 76 | | | | 75 | | 0 | | |
| **Number of ECTS credits for the course** | | | | | | | **3** | | | | | | | | |
| Number of ECTS credits associated with practical classes\* | | | | | | | 3 | | | | | | | | |
| Number of ECTS credits relevant to remote education (tuition involving the use of methods and techniques of remote teaching) | | | | | | | | 0 | | | | | | | |
| Number of ECTS credits for classes which require direct participation of lecturers | | | | | | | 0,6 | | | | | | | | |