**Foundations in Workplace Culture and Well Being Fall SAMPLE SYLLABUS**
Faculty:
Meghan Jablonski, Ph.D.
Director, Embedded Education
Sarah Lawrence College
e. mjablonski@sarahlawrence.edu

**Class Info**
**Zoom:** Weekly Class Meetings (Wednesdays 6:30pm - 9:30pm (EDT/EST); Available on My.SLC

**MySLC** (online assignments, discussion board, library reserves, links)

**Individual Check-ins** schedule through Calendly; in person and remote options are available.

**Course Description**:
The SLC EmbeddEd practicum course, Foundations in Workplace Culture + Well-Being is course available to second year, third year, fourth year, fifth year and graduate students who are completing an internship, volunteer work, or job during the (same) Fall semester.  The aim of this course is to help support students making the transition from college to life-after college; bridging the space between academic learning and work-life experience.

Students will be invited to integrate their internship/placement/work experiences with academic material through class discussion, experiential activities, collaborative group work, and observation journals.  Students will have the opportunity to share their experiences with each other and contribute to a supportive community of classmates, student mentors, and alumni.

Topics will include workplace communication, diversity equity and inclusion, professional networking, job crafting, stress management, work-life balance, and ways of supporting well-being. Classes will include discussions based on reading assignments and students' experiences/observations; events and workshops presented by Career Services,  Health + Wellness Services, and student mentors; podcast conversations with alumni and alumni panels; small group collaborations.

Foundations in Work Class Culture and Well-Being is graded Pass/Fail for all students and meets once weekly, Wednesdays 6:30pm - 9:30pm EDT via Zoom.  Conference

groups (5 credits only) meet weekly following the class discussion and small group work/podcast planning.  Individual Conference Check-Ins (3 + 5 credits) are required 1-2 times per semester and are available in person and remotely.  Occasional class events will be offered in person.  Students are expected to attend weekly class meetings in addition to regularly attending their internship placements.

**Registration Information, Credit Options, and Returning Students**
Students are required to have an internship, volunteer placement, or job in place prior to registering for an SLC EmbeddEd course.  Students' internships/volunteer work/jobs may be in any field and must be confirmed using the [Required Pre-Registration](#) form (found on the [SLC EmbeddEd](#) My.SLC page) prior to registering for this course.   Please see [How to Register for an SLC EmbeddEd Course](#) for details and further resources.

Students have the option to register for this course for 3 or 5 credits. (NOTE: the 3 or 5 credit option should be selected during registration and any enrolled credit changes must be made prior to the end of the add/drop period.  Your **credit option may be changed during the add/drop period only**.)

*3 Credit Requirements*
- Weekly class attendance and participation
- **Internship Agreement, Mid-Semester Self-Evaluation, End-of-Semester-Self-Evaluation**
- **Weekly Reading Response Post (Due each Tuesday  by 11pm):** Weekly reading response posts will be one half to one full page response to the weekly reading.  This is an opportunity to share and connect with each others' thoughts regarding the reading and begin the conversation we will continue in class.
- **Weekly Experience Observations (Due each Sunday by 11pm):** Weekly observation posts will be responses to prompts inviting you to integrate class material with your placement experiences. These will be found on the discussion board and will be private threads, only you and I will be able to view your response.  All students are encouraged to maintain an on-going observation journal of their internship experiences, which will be helpful in responding to weekly observation posts.
- **Small Group + Alumni Podcast**
- **Flow + Job Crafting Paper**
- **Summary Reflections** - The final observation post for the semester will be an opportunity to read through your experience over the semester (i.e., your observation journal/observation posts over the semester) and reflect on what

stands out as notable over the course of the semester, your progress towards your goals from the beginning of the semester, and future goals moving forward (1-2 pages)

**5 Credit Requirements**
- All of the above plus a small group conference project.
- Group Conference Meetings (5 credits only) will take place weekly on Wednesdays from 8:30pm - 9 pm.
- Students taking the course for 5 credits will complete group conference and small group class projects based on their Career Communities, shared work experience and/or interests.
- Group conference projects will include *two parts* and will contribute to a growing collection of digital resources for current students, future students, and alumni:
  - A group literature review of academic literature/research on your group's topic
  - A group specific blog post/digital resource  based on your groups' academic literature review, interests, and experiences
    - For Example, past projects have included blog posts/resource pages for women and non-binary people in the film industry; strategies for managing burnout and promoting well-being; advice columns; and reviews of meditation resources available online.
    - Please see the SLC EmbeddEd Community Collection for examples.

*Individual Check-in Meetings (3 and 5 credit Students)*
Individual check-in meetings will be available for all (3 and 5 credit students) to schedule via Calendly.  Individual Check-In meetings will be offered in person and remotely.  All students are required to attend at least 1-2 individual meetings per semester to check-in regarding their internship and class goals.

*NOTE: the 3 or 5 credit option should be selected during registration and any enrolled credit changes must be made prior to the end of the add/drop period.  Your **credit option may be changed during the add/drop period only**.*

*Returning Students*
Students who have already completed Foundations in Workplace Culture and Well-being (for 3 or 5 credits), and are completing a new work experience, may enroll in this course for a second time (for 3 or 5 credits), with an emphasis on further developing leadership and mentorship skills.  Returning students will attend the same class meetings as first time students. However, reading and class assignments will focus on

early career supervision, mentorship and leadership roles.  Returning students will have the opportunity to contribute to class reading, lead class discussions, and/or facilitate small group class activities.  (NOTE: Practicum/Fieldwork credits should not exceed a total of 20 credits combined.)

**Workplace Culture  Module 1 (5 weeks)**
**Week 1-1: Community + Virtual Workplaces**
Tues 9/6: **No Reading Response Due This Week.  Please come to class this evening prepared to discuss the reading below.**

Wed 9/7: Class Meeting + Returning Student Check-in

Forbes - Staglin, G. (3/2020) - When Home Becomes the Workplace: Mental Health and Remote Work

Boston Consulting Group - Dahik, A. et al. (8/2020).  What 12,000 Employees Have to Say About the Future of Remote Work

Schwartz & Murphy Marcos (2021). Return to the Office Hits a Snag: Young resisters. *New York Times* (Handouts)

The Muse - 9 Creative Ways to Stay Connected to Your Coworkers When You're All Working From Home

*Returning Students please include*:
Alicia Forneret - How to Empower Diverse Teams - A Guide for New Managers (CultureAmp)

Brent Gleeson - 13 Tips for Engaging Remote Teams (Forbes.com)

**Week 1-2:  Workplace Culture: Emerging Adaptations**
Tues 9/13: Weekly Reading Response **Due 11pm**

Wed 9/14: Class Meeting + Podcast Prep + Group Conference

Krueger, A., (2022). Gen Z knows what it wants from employers. And employers want them. New York Times (in Handouts)

Goldberg, E., (2022). "Head of Team Anywhere" and Other Job Titles for an Uncertain Time. New York Times (in Handouts)

Returning Students please include:
Buffet, H. (2018). The People Framework: Leadership for Successful Partnerships (Chapter 6 in Social Value Investing: Leadership for Successful Partnerships).

<u>Sun 9/18</u>:  Observations **Due 11pm**

**Week 1-3:**
<u>Tues 9/20</u>: Weekly Reading Response **Due 11pm**

<u>Wed 9/21</u>: Class Meeting + Podcast Prep (Topic Proposals)  (3 + 5 Credits) + Group Conference **PODCAST PROPOSALS DUE 11PM**

Bohnet, I. (2016).  "Unconscious Bias is Everywhere" in *What Works: Gender Equality by Design*. Harvard University Press.

Hewlett, S.A., Marshall, M., & Bourgeois, T. (2017).  [People Suffer at Work When They Can't Discuss the Racial Bias They Face Outside of It](#) (Harvard Business Review)

Henderson, M. M. (2018). The Relationship Between Sexuality–Professional Identity Integration and Leadership in the Workplace

Yavorsky, J. E. (2016). Cisgendered organizations: Trans women and inequality in the workplace. In *Sociological Forum* (Vol. 31, No. 4, pp. 948-969). (Reserves)

Video (10 min): The Atlantic - [Bridging the LGTBQ Generation Gap](#)

Optional Further reading:
Snyder, R. C. (2008). What is Third Wave Feminism? A New Directions Essay
Evans, J. B. (2019). Gender and the Evaluation of Humor at Work

*Returning Students*:
Folke, O., Rickne, J., Tanaka, S., & Tateishi, Y., (2020). Sexual Harassment of Women Leaders. Daedalus, Vol. 149(1). pp 180-197. Women & Equality  The MIT Press of behalf of America Academy of Arts & Sciences. (Handouts)

Terriquez, V. (2015). Intersectional mobilization, social movement spillover, and queer youth leadership in the immigrant rights movement. *Oxford University Press on behalf of the Society for the Study of Social Problems* (Handouts)

Sun 9/26:  Observations **Due 11pm**

**Week 1-4:  Soft Skills + Communication**
Tues 9/27: Weekly Reading Response **Due 11pm**

Wed 9/28: **Jennifer Perez of Career Services on Communication** + Podcast Prep (Topic Outline/Scripts) + Group Conference

Wall Street Journal: The 'Soft Skills' Employers Are Looking For

Myers & Sadaghiani (2010). Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance (Handouts)

*Returning Students please also include:*
Eisenber, J., Post, C., & DiTomaso, N. (2019). Team dispersion and performance: The role of team communication and transformational leadership. *Small Group Research* Bol 50(3). Pp 348-380.

Sun 10/2:  Soft Skills + Communication Observations  **Due 11pm**

**Week 1-5:  Mindfulness + Well-Being**
Tues 10/4: Weekly Reading Response **Due 11pm**
Wed 10/5:  **Health + Wellness Services Stress-Management Workshop** + Podcast Prep (Editing/Revisions) + Group Conference

Huffington, A. (2014). Wellbeing pages 74 - 113 from *Thrive: The third metric to redefining success and creating a life of well-being, wisdom, and wonder*.

Kinnunen, S.M., et al. (2019). Does a Mindfulness-,Acceptance-,and Value-Based Intervention for Burnout Have Long-Term Effects on Different Levels of Subjective Well-Being?

Returning students please include:

Walsh, M. M. & Arnold, K. A. (2020).  The bright and dark sides of employee mindfulness: Leadership style and employee well-being. *Stress & Health*, Vol. 36 (3), pp. 287-298. (Handouts)

<u>Sun 10/9</u>:  Mindfulness Observations  **Due 11pm**

**Week 6**
**Mini Module -: Podcast Recording + Elevator Pitch Intros**

**NO WEEKLY READING RESPONSE DUE THIS WEEK**
<u>Tues 10/11</u>:  Potential Podcast Guest Ranking and Group's availability
**Due 11pm**

<u>Wed 10/12</u>:  Podcast Recording Workshop with Claudia Berger, Digital Humanities Librarian + "Elevator Pitch" Introductions

**Prep for Podcasting Workshop with Claudia Berger**
*LibGuide on Digital Humanities - Tool Section (See Audio list)*
https://sarahlawrence.libguides.com/digitalhumanities/tools
*Audacity -* https://www.audacityteam.org/
*Editing Audio with Audacity Tutorial -*
https://programminghistorian.org/en/lessons/editing-audio-with-audacity
*Soundcite (tool for integrating sound-clips)* https://soundcite.knightlab.com/

**Prep for Elevator Pitches:** Please review the following video and address the four points, below, in crafting your "elevator pitch" intro to potential podcast guests.

Indeed Video - https://www.youtube.com/watch?v=Qncmc-yx3gI

Four Components

1. Who you are? (Name, Current Role, and Relevant Experiences.)

2. What led you here? (Background and Motivations)

3. Where do you want to go next? (Future Focused Statement - Career Path )

4. Action Oriented (Following up - goals for podcast conversation)

Your "elevator pitch" should be 30-90 seconds, one - two brief written paragraphs. You will have the opportunity to present and refine your pitches during class. Please upload your final draft to my.slc ASAP, by 10/14 11pm at the latest.

*Additional Elevator Pitch Resources*

https://www.forbes.com/sites/carolinecastrillon/2021/01/21/how-to-craft-a-knockout-elevator-pitch/?sh=7ca6b6145439

https://www.thebalancemoney.com/elevator-speech-examples-and-writing-tips-2061976

Thurs 10/13: CAREER SERVICES EVENT: Career Communities Social 6pm BWCC (Room C)

Dinner and refreshments!

RSVP via Handshake HERE

Questions? Email careerservices@sarahlawrence.edu

Sun 10/16: **No Observation Post Due**

Tues 10/18: **NO READING RESPONSE DUE - STUDY DAYS**

Wed 10/19: **(NO CONFERENCES - STUDY DAYS)**

Thurs 10/20: LinkedIn Lab: Creating Your Account and Polishing Your Profile - 5pm in the Learning Commons (Attendance Encouraged)

Sun 10/23: **Observation Post Due 11pm**

**Well-Being + Work Life Balance - Module 2 (5 Weeks)**
**Week 2-1: Restorative Time, Productivity + Well-Being**
Tues 10/25: Weekly Reading Response **Due 11pm**

Tues 10/25: CAREER SERVICES EVENT: Internship and Volunteer Fair - 1-3pm BWCC (Rooms A - C) (Attendance Encouraged)

Wed 10/26: Class Meeting/Returning Students Workshop + Group Conference

Shaffner, A. K., (2016). Burnout. (chapter from Exhaustion: A history).

Henricks, T. A., (2015). Play Compared to Other Behaviors (chapter from Play and the Human Condition).

Tussey, E. (2018). The workplace: Snacks and flows (chapter in The Procrastination Economy)

Further Reading:
Odell (2019) How to Do Nothing - The impossibility of Retreat - Chapter 2

*Returning Students please include*:
Liao, Y., Liu, X, Kwan, K. H., & Li, J., (2015). Work-Family Effects of Effective Leadership. Journal of Business Ethics. Vol. 128(3), pp. 535-545.

Thurs 10/27: CAREER SERVICES EVENT - LinkedIn Lab: Connecting with Alumni and Employers - 5pm in the Learning Commons

Sun 10/30:  Restorative Time, Productivity + Well-being Observations  **Due 11pm**

**Week 2-2:  Perfectionism + Flexibility**
Tues 11/1: Weekly Reading Response **Due 11pm**
Wed 11/2**:** Class Meeting + Group Conference

Harari, D. (2018). Is Perfect Good? A Meta-Analysis of Perfectionism in the Workplace (pages 1121 - 1122; 1132 - 1133; and (Discussion section) 1137 - 139)

Huffington, A. (2014). Wisdom pages 74 - 172  from *Thrive*: *The third metric to redefining success and creating a life of well-being, wisdom, and wonder.*

10 Powerful Lessons Real People Learned From Horrible Bosses

*Returning Students please include:*
Orgad, S. (2019). Choice + Confidence Culture/Toxic Work Culture (Chapter 1 in *Heading Home*: *Motherhood, Work, and the Failed Promise of Equality.* Columbia University Press) (Handouts)

Sun 11/6:  Perfectionism + Flexibility Observations  **Due 11pm**

**Week 2-3:  Organizing + Advocacy**

**Tues 11/8**: DUE: Weekly Reading Response + Conference Group Literature Review Due

 Due 11pm

**Wed 11/9: Class Meeting + Group Conference**

Bohnet, I. (2016). "Doing it Alone is Risky" in What Works: Gender Equality by Design. Harvard University Press.

Perez (2019): Worker Voice & Collectivism (chapter in The Realities and Futures of Work)

*Returning Students please include*:

Avery, J. B., Wernsing, T. S. & Palanski, M. E., (2021). Exploring the Process of Ethical Leadership: The Mediating Role of Employee Voice and Psychological Ownership. Journal of Business Ethics. Vol. 107(1). pp 21 -34. (Handouts)

**Sun 11/13:  Organizing + Advocacy Observations  Due 11pm**

**Week 2-4:  Uncertainty + Resilience**
Tues 11/15: Weekly Reading Response **Due 11pm**
Wed 11/16: Class Meeting + Group Conference
*To Read for Response Posts*:
de Ruyter, A.,  Brown, M. Burgess, J. (Fall 2018/Winter 2019) Gig Economy and the Fourth Industrial Revolution: Conceptual and Regulatory Challenges. Journal of International Affairs. Vol. 72, No. 1,, pp. 37-50 (Reserves)

Strauss, C. (2016). Positive thinking about being out of work in southern California after the great recession

Forbes Councils Member 10 Career Tips for Recent Grads Entering the Post-Pandemic Job Market (Forbes.com)

Charlton, E., (2021). Four Things Workers Want Implemented by Their Bosses Post-Pandemic (World Economic Forum/weforum.com)

Returning Students please include:
King, E. & Badham, R. (2019). Leadership in uncertainty: The mindfulness solution. *Organizational Dynamics* Vol. 48(4) pp. DOI:10.1016/j.orgdyn.2018.08.05 (Reserves)

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*Assigned for Flow + Job Crafting Paper (See Below for Instructions)*:
Csikszentmihalyi, M. & LeFerve, J. (1989). Optimal Experience in Work and Leisure

Csikszentmihalyi - Paradox of Work (Handouts)

Csikszentmihalyi - Work as Flow (Handouts)

[What is Job Crafting?](#)

Huyghebaert-Zouaghi, T., Berjot, S., Cougot, B., & Nicholas, G., (2021). Psychological and relational conditions for job crafting to occur. Stress and Health, Vol. 37(3), pp. 516-527. (Reserves)

Sunday 11/20:
- Uncertainty + Resilience Observations **Due 11pm**
- **Flow + Job Crafting Paper (Instructions available below and on the My.SLC page for this course) DUE 11pm**

**Week 2 - 5:  Happy Thanksgiving! - NO CLASS MEETING/NO OBSERVATIONS DUE**

**Sleep + Well-Being**
Tues 11/29: Weekly Reading Response **Due 11pm**

Wed 11/30: Class Meeting + Group Conference
Svetieva, E. et al (2017). Can't Sleep, Won't Sleep: Exploring leaders' sleep patterns, problems, and attitudes.

Walker, M. (2019). Chapters 1 ("To sleep … ") & 2 ("Caffeine, jet lag and melatonin: Losing and gaining control of your sleep rhythm")  in Why We Sleep: Unlocking the Power of Sleep and Dreams

Matthew Walker: [Why Sleep Matters Matters Now More Than Ever](#) (TedTalk, 1 hour)

*Returning Students please include:*
Guinea, B. C., Sipos, M. L., Lopresti, M., & Adler, A. (2015). Sleep leadership in high-risk occupations: An investigation of soldiers on peacekeeping and combat missions. *Military Psychology*, Vol. 27(4), pp 197-211.  DOI:10.1037/mil0000078 (Reserves)

Sun 12/4:
- Sleep + Well-Being Observations  **Due 11pm**
- **Final Group Conference Projects Due 11pm**

**Alumni Panel co-hosted with Career Services**
Tues 12/6: Questions for Alumni Panel **Due 11pm**
Wed 12/7: (topic/panel TBD by students interests) Panel During Class Meeting Time +

Sun 12/11: **Summary Reflections Due 11pm**

**Wrap-up + Presentations**
Wed 12/14: Presentations + Wrap-up

Flow + Job Crafting Paper Instructions (3-5 pages):

Developed by Mihaly Csikszentmihalyi, Flow theory describes the experience of becoming deeply immersed in a challenge you feel adequately prepared for, and deeply enjoy.   People who experience more flow at work, tend to feel more satisfied and have less burnout.  Job crafting is the practice of breaking down the elements of your work (tasks, work environment, communication with bosses and co-workers, etc.). determining which parts are satisfying, which parts are not, and crafting a way to improve the less satisfying parts.

Csikszentmihalyi, M. & LeFerve, J. (1989). Optimal Experience in Work and Leisure

Csikszentmihalyi - Paradox of Work (Handouts)

Csikszentmihalyi - Work as Flow (Handouts)

What is Job Crafting?

In 3-5 pages, please consider the following

- How does Csikszentmihalyi present the relationship between flow and work?
- How does flow experience fit with your work?
- Over the past semester, were there opportunities to experience flow at your internship?

- What were the conditions that help create flow experience at your internship? (balance between skill and challenge? Opportunities to learn new skills and seek new challenges? Clear goals and a sense of meeting these goals?)
- What were the barriers to flow at your internships (lack of challenge? Overwhelming challenges? Lack of opportunity to learn new skills? Lack of clear goals or communication? Tense or overwhelming environment?
- Drawing on the idea of job crafting, what conditions would you look for in your next internship or job that would offer further opportunity for flow?
- What general aspects of workplace culture would feel important to you at a future internship or job? (Please support your point of view with references to 2-3 reading assignments over the semester. You are welcome to use additions references as useful.)