

## Unit of Study Guide

<b>Unit Code and Title</b>	<b>BUS6013 Applied Wellbeing Leadership in Organisations</b>
<b>Course(s)</b>	Master of Business Administration
<b>Core or Elective</b>	<b>Elective:</b> Master of Business Administration
<b>Credit Points</b>	8 credit points
<b>Duration</b>	12 weeks
<b>AQF Level</b>	9
<b>Student Workload</b>	Students should expect to spend approximately 150 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
<b>Essential Requirements</b>	N/A
<b>Mode(s) of Delivery</b>	On campus / Online
<b>Pre-Requisite/Co-Requisite</b>	Pre-Requisites BUS5001 Ethical, Legal and Industrial Frameworks BUS5004 Leadership and Influence
<b>Unit Coordinator</b>	
<b>Contact Information</b>	✉: 📞: Consultation:

### Unit Description

The link between personal wellbeing and organisational wellbeing is well established and international standards now mandate the active inclusion, monitoring and improvement of employee wellbeing in organisations. *BUS6013 Applied Wellbeing Leadership in Organisations* introduces students to the fundamentals of organisational wellbeing, how it can be nurtured, the science behind wellbeing, and the impact of wellbeing on improving mental health. The unit takes an applied approach to presenting and explaining principles, constructs and models of wellbeing. Students experience practical applications of a wellbeing program to develop their understanding of how positive personal wellbeing can increase organisational productivity and talent retention.

### Unit Learning Outcomes (ULOs)

On successful completion of this unit, students will be able to:

- ULO1** Interpret data concerning organizational wellbeing.
- ULO2** Generate solutions to improve organizational wellbeing in identified areas.
- ULO3** Justify a wellbeing intervention and the effectiveness of the intervention.
- ULO4** Reflect on the application of wellbeing in organisations.

### Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

- CLO1** Using appropriate technologies and methodologies, review, critically analyse and apply theoretical and practical knowledge, complex information and concepts, and research findings to support and justify enterprise decisions
- CLO2** Generate innovative, sustainable solutions to complex real world, contemporary enterprise problems.
- CLO3** Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.
- CLO5** Demonstrate responsible, accountable and ethical behavior.
- CLO6** Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

### Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

**GA1. Analytical and Scholarly:** APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.

**GA 2. Ethical and Inclusive Professionals:** APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.

**GA 5. Critical and Reflective Thinkers:** APIC graduates will actively reflect on and critique information, decisions, and strategies for continuous improvement.

**GA 6. Leaders and Collaborators:** APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

### Learning and Teaching Approach

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been

achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

### Expectations of Students

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
- Notify the lecturer and / or unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

### Schedule of Learning and Teaching Activities

Week	Topic	Learning Activities	Readings
<b>Week 1</b>	Introduction to Applied Wellbeing Leadership in Organisations	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Introduction to the study of wellbeing</li> <li>• Mental health statistics</li> <li>• Overview of concepts and models of wellbeing.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Experiential component - "Why are you here"</li> <li>• Group formation</li> <li>• Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 2</b>	Understanding and Applying the Principles of Organisational Wellbeing	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding and applying wellbeing principles</li> <li>• The tools of wellbeing that practitioners and professionals use to develop organisational wellbeing programs</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Experiential component - "Wellbeing elevator pitch"</li> <li>• Weekly reflective blog</li> </ul>	Readings provided in LMS

<b>Week 3</b>	Building Personal and Professional Relationships	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>The principles and tools of wellbeing to improve personal and professional relationships and interactions within an organisational context</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Standing stats”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 4</b>	Positive Leadership Skills	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Developing practical applications of wellbeing for leaders to implement and lead organisational wellbeing programs</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Your personal motivation”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 5</b>	Implementing Sustainable Organisational Wellbeing	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Implementing, leading and measuring the impacts of wellbeing programs in different organisational environments</li> <li>Techniques to sustain improvements to organisational wellbeing.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Wheel of life”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 6</b>	Fundamentals of Wellbeing Coaching in the Workplace	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Coaching methodologies to improve wellbeing</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Purpose exercise”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 7</b>	Leading Workplace Wellbeing	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Leading and developing a positive workplace culture to improve organisational processes and wellbeing</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Your values”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS

<b>Week 8</b>	Fundamentals of Mental Fitness	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>The science of mental fitness and the elements that impact mental fitness with the organisation</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Wellbeing Topics Brainstorm”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 9</b>	Change Management and Wellbeing	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Developing practical wellbeing strategies to manage change in individuals and in organisations</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Developing your total fitness infographic”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 10</b>	Emotional Intelligence and Communication - And Bringing It All Together	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Practical application of wellbeing principles and models to improve organisational communications and practices</li> <li>Conclusion and wrap up</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Experiential component - “Your personal reflection of your wellbeing within your organisation”</li> <li>Weekly reflective blog</li> </ul>	Readings provided in LMS
<b>Week 11</b>	<b>Presentations and Defense</b>		
<b>Week 12</b>	<b>Presentations and Defense</b>		

### Assessment Information

Assessment	Weight	Due Week	Duration	ULO
<p><b>1. Defining Organisational wellbeing (Simulation)</b> (Individual) Students will consider the definition, scope and implications of the concept of organisational wellbeing in the contemporary world.</p>	30%	3	2000 words	ULO1

<p><b>2. Debate (Narrative)</b> (Group) Effective Measurement of Organisational wellbeing Students will be formed into groups. Each student will post dot point arguments for group members to consider. The group debate will be the presentation, rebuttal and critique of the views presented.</p>	30%	7	20 minutes 2500 words Eq	ULO3
<p><b>3. Scenario analyses (Artifact)</b> (Individual) Students will review presented scenarios based on the earlier assessments and the content of the unit.</p>	40%	11 and 12	2 x 1500 words	ULO2 ULO3 ULO4

### Resources

#### Prescribed Texts:

Cooper, C & Hesketh, I 2019, *Wellbeing at work: How to design, implement and evaluate an effective strategy*, Kogan Page, Cryodon, UK.

Cooper, CL & Lu L (eds.) 2018, *Presenteeism at Work*, University Press, Cambridge, UK.

#### Recommended Readings:

Axtell, C, Sprigg, C, Wessels, B, Pinfield, S & Taylor, M 2018, 'Big data and employee wellbeing: Findings from a seminar series', *Academy of Management Global Proceedings*, vol. Surrey, no. 2018, p. 39, doi:abs/10.5465/amgbproc.surrey.2018.0039.abs.

Joss, N, Dupré-Husser, E, Cooklin, A & Oldenburg, B 2016, 'The emergence of integrated approaches to worker health, safety and wellbeing in Australia', *Australian Journal of Primary Health*, vol. 23, no. 2, pp. 154-161, doi:0.1071/PY16065.

Zheng, C, Molineux, J, Mirshekary, S & Scarparo, S 2015, 'Developing individual and organisational work-life balance strategies to improve employee health and wellbeing', *Employee Relations*, vol. 37, no. 3, pp. 354-379, doi:10.1108/ER-10-2013-0142.

#### Other Recommended Resources:

International Journal of Wellbeing

### Participation

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

### Academic Misconduct

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's [Academic Integrity Policy](#) for further details.

### **Attendance**

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course, and attending scheduled classes is essential for course progression. For onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are also conditions of the student Visa. APIC therefore monitors the attendance of all students at all scheduled classes and students are required to attend at least 80% of scheduled for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled lecture, tutorial or seminar class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

### **Disclaimer**

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS) for the unit.