



ORIGINAL COURSE IMPLEMENTATION DATE: January 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2022  
 COURSE TO BE REVIEWED (six years after UEC approval): December 2026  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> MGMT 310	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Cultivating Positive Workplaces <b>Course Short Title:</b> Positive Workplaces													
<b>Faculty:</b> Faculty of Professional Studies	<b>Department (or program if no department):</b> School of Business												
<b>Calendar Description:</b> Discover how to develop personal strengths, design motivating jobs, create positive connections with others, and experience meaningfulness in the workplace. Students will learn a variety of frameworks and tools for enhancing their own well-being at work, as well as cultivating workplaces that help others thrive.													
<b>Prerequisites (or NONE):</b>	45 university-level credits.												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Online only</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>25</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Tutorials/workshops	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Tutorials/workshops	45												
<b>Total hours</b>	<b>45</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>	<b>Date of meeting:</b> December 7, 2021												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> January 14, 2022												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> February 25, 2022												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

- LO 1. Enact principles of strengths-based management.
- LO 2. Analyze the dimensions of well-being at work.
- LO 3. Implement motivational practices that encourage and reward desirable workplace behaviors.
- LO 4. Design jobs that capitalize on workers' strengths.
- LO 5. Contrast perspectives on callings and work meaningfulness.
- LO 6. Analyze how jobs can be crafted to enhance worker well-being
- LO 7. Evaluate work-life balance policies and practices.
- LO 8. Design diverse and inclusive organizations.
- LO 9. Practice work-related self-reflection.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	30%	Assignments:	40%	Project:	30%
	%		%		%

**Details:**

10% of students' assignment grade will be derived from participation in online discussions; the remaining 30% will be based on the completion of written and/or video assignments.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Clifton & Harter	It's the manager: Moving from boss to coach	Current
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Students will be required to access a variety of peer-reviewed academic articles through the UFV library website.

**Course Content and Topics**

## Module One: Strengths-based management

- Complete personal work-related strengths assessment
- Critically analyze strengths assessments in light of recent personality research
- Methods for identifying strengths in others
- Managing high-performing strengths-based teams

Assignment and online discussions (LO 1, 9)

## Module Two: Workplace well-being

- Elements of well-being and their interrelationship
- Measuring well-being
- Daily versus long-term well-being at work
- Role of leaders in increasing organizational well-being

Assignment and online discussions (LO 2, 9)

## Module Three: Motivation for optimal performance

- Needs and process theories of motivation
- Strategic use of workplace rewards
- Person-job fit and job design
- Coaching others to use and build their strengths at work

Assignment and online discussions (LO 3-4, 9)

Module Four: Meaningful work relationships, jobs, and organizations

- Perspectives on meaningfulness of work and callings
- Task, relational, and cognitive job crafting processes
- Career-development plans for meaningfulness and well-being

Online discussions (LO 2, 5, 6, 9)

Module Five: Work and non-work interface for self and others

- Depletion and enrichment theories of work and non-work time
- Advantages and disadvantages of work-life balance policies
- Intersection of employee values, life stages, and career paths
- Role of non-work activities in increasing workplace well-being

Online discussions (LO 2, 7,9) Project (LO 1–7, 9)

Module Six: Diverse and inclusive organizations

- Future of work and workplace trends
- Requirements of diverse and inclusive organizations
- Managing others respectfully
- Valuing talents to promote diversity and inclusion

Assignment and online discussions (LO8, 9)