

MNO4712 Experiencing Work: Effects on Behavior and Well-Being

AY2026/2027 Semester 1

Thursdays 8:30am to 11:30am

BIZ1 0307

Instructor:

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BIZ1 08-48

1. COURSE DESCRIPTION

Besides the traditional focus on employees' productivity and performance, companies are increasingly prioritizing employees' well-being. Human Resources managers recognize that employees who are psychologically healthier—happier with their jobs and more satisfied with their family lives—are more productive, committed, and less likely to quit. Employees value achieving success at work, maintaining a work-family balance, and deriving satisfaction from their jobs, alongside tangible benefits like salary and perks. Understanding how work influences employees' psychological well-being, both positively and negatively, and implementing strategies to manage these influences can give companies a competitive edge in recruiting and retaining happier, more satisfied employees.

This course aims to provide students with an understanding of the major conceptual models that explain how work factors influence employee behavior and well-being (e.g., satisfaction, work-life balance, stress and strain). It also covers strategies that employees and organizations can use to manage these influences.

2. LEARNING OUTCOMES

By the end of this course, students should be able to:

- understand general frameworks that explain the influences of work experience on employees
- evaluate and recommend strategies that can be used to manage these influences and enhance employees' well-being
- acquire knowledge and skills that can help them become satisfied future employees

3. COURSE MATERIALS

There is no recommended textbook for this course. Assigned readings are available through the online NUS library portal, as well as on Canvas.

4. MODES OF TEACHING & LEARNING

This course is conducted in a seminar format with ample time for discussion and experiential exercises. The success of your learning relies heavily on creating a safe and supportive environment for everyone. Therefore, listen carefully to peers and share your views with them in a civil and respectful manner. We strive for a culture that maximizes collective learning by stimulating participation, creativity, and spontaneity.

Learner responsibilities

- Prepare for class by completing the required readings, cases, and/or exercises before class.
- Participate actively in class.
- Question, think critically, be open to new perspectives, and learn from others.
- Take your responsibility to your project team seriously and contribute your fair share.
- Check your NUS mailbox and Canvas regularly for announcements, updates, and required materials.

Role of the instructor

The instructor primarily plays a facilitating role by structuring processes, guiding discussion, and giving feedback. I spend little time elaborating on anything that you can read on your own. Class time is reserved for discussion and activities.

5. ASSESSMENTS

The overall course grades are based on evaluations of both individual and collaborative work. Final grades reflect relative performance among peers. Detailed guidelines for each assessment component are available on Canvas.

Individual work

- Class participation 20%
- Individual project 35%

Collaborative work (5-7 people team)¹

- Group project
 - Project proposal 10%
 - Final presentation 35%

5.1. Class participation (20%)

This course is highly interactive and experiential. You will have plenty of opportunities to participate in class activities and discussions. Your active participation is crucial to enhance learning experience and overall engagement.

High priority will be placed on the **quality** of participation and contribution. Grading of class participation will reflect the instructor's assessment of your consistency and quality of contribution to learning throughout the semester. The following are criteria for evaluating class participation.

Performance	Criteria
Exceptional	▪ Demonstrate outstanding engagement and enthusiasm throughout class. ▪ Offer insightful and thought-provoking ideas and feedback. ▪ Demonstrate excellent listening skills and shows respect for others' perspectives.

¹ Members of a team will receive the same grade for the collaborative work. However, the instructor may adjust individual grades if unequal contributions are evident.

Good	▪ Participate in most class discussions and activities. ▪ Offer relevant ideas and feedback. ▪ Listen attentively to others and responds appropriately to their input.
Fair	▪ Participate inconsistently in class discussions and activities. ▪ Contribute minimally and demonstrates limited engagement. ▪ Show some difficulty in actively listening to others' contributions.
Unsatisfactory	▪ Show clear signs of absence, physically or mentally.² ▪ Do not respond or participate in discussions and activities ▪ Demonstrate passive or very infrequent involvement

5.2. Individual project (35%)

In the individual assignment, students will examine their work experience and its impact on well-being through a theory-informed, applied project. They will identify meaningful challenges or stressors in their academic or professional lives, select a suitable well-being strategy, and develop a plan for implementing it over several weeks. Through the process, students will reflect on their experience implementing the strategy and consider how it shaped their coping, well-being, and work outcomes. The assignment emphasizes connecting course concepts and research with personal learning. Students are expected to carefully consider the benefits, limitations, and future relevance of the strategy for their career and life circumstances.

5.3. Group project (45%)

For this collaborative assignment, students will examine a workplace well-being issue through primary and secondary research. Teams may identify a well-being problem in an organization and propose suitable policies, interventions, or initiatives. They may choose to evaluate an organization's existing practices and develop recommendations for improvement, or investigate a broader well-being challenge affecting employees in a particular occupation, industry, or work context.

Students will propose the problem, identify its possible causes, and offer thoughtful, research-informed suggestions for promoting employee well-being and welfare. The project includes two deliverables: first, a project proposal outlining the team's focus and approach, and second, a final presentation sharing the team's analysis and recommendations.

6. ACADEMIC HONESTY

Academic integrity and honesty are essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources. The University and School will not condone plagiarism. Students should adopt this rule – You have the obligation to make clear to the assessor which is your own work, and which is the work of others.

² Students are expected to attend all class sessions. If you cannot attend class for valid reasons (e.g., medical certificate), please get in touch with your instructor.

NUS Policy on AI

The following are always improper uses of AI tools:

- Generating an output and presenting it as your own work or idea.
- Generating an output, paraphrasing it, and then presenting the output as your own work or idea.
- Processing an original source not created by yourself to plagiarize it (e.g., using an AI paraphrasing tool to disguise someone else's original work, or even the output of an AI tool, and then presenting the final output as your own work or idea).

All of the above violate NUS policies on academic honesty and anyone found to have done any of them will be dealt with accordingly. If you completed any work with the aid of an AI tool, you should always acknowledge the use. Using the outputs of an AI tool without proper acknowledgement is equivalent to lifting or paraphrasing a paragraph from a source without citation and attracts the same sanctions.

7. Weekly Course Schedule³

Session	Topic/Theme
1	Introduction: Dynamics of Well-Being
2	Models of Stress
3	Job Demands and Resources
4	Affect and Daily Events
5	Social Support
6	Job Crafting & Meaningful Work
7	Mindfulness & Recovery
8	Work-Nonwork Interface
9	Resilience & Self-Compassion
10	Guest Speaker Session
11	In-Class Group Project Consultation
12	Final Presentations I
13	Final Presentations II & Learning Reflection

³ The schedule is tentative and subject to change. The instructor will inform students of any updates.