



Subject card

Subject name and code	Well-being: Personal, Professional and Planetary Perspective						
Field of study	-----						
Date of commencement of studies	February 2024		Academic year of realisation of subject		2024/2025		
Education level	postgraduate studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	Full-time studies		Mode of delivery		online		
Year of study	-----		Language of instruction		English		
Semester of study	-----		ECTS credits		2.0		
Learning profile	general academic / practical profile		Assessment form		assessment		
Conducting unit	Faculty of Management and Economics						
Name and surname of lecturer (lecturers)	Subject supervisor		Dr hab. inż. Małgorzata Zięba, prof. PG				
	Teachers		Dr hab. inż. Małgorzata Zięba, prof. PG, dr inż. Magdalena Fabjanowicz				
Lesson type and method of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 30.0						
	E-learning source addresses: to be added at the beginning of the semester						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	Number of study hours	30	2.0	18.0	50		
Subject objectives	<p>This course is based on the idea that achieving sustainable well-being requires a holistic approach, aligning personal, professional, and planetary welfare. It aims to foster wellness across these three dimensions by empowering individuals with the necessary knowledge and skills to enact meaningful action.</p> <p>Students will examine strategies for achieving well-being in three dimensions: personal, professional and planetary not only for the benefit of their own, but also for the broader community and environment. Through a combination of theoretical frameworks and practical applications, the course aims to promote holistic well-being that integrates the three dimensions.</p>						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[K7_U71] is able to apply knowledge from humanistic, social, economic or legal sciences in order to solve problems		knows how to successfully implement short activities to improve their personal well-being (both physical and mental) in everyday life		[SW1] Assessment of factual knowledge		
	[K7_K71] is able to explain the need to apply knowledge from humanistic, social, economic or legal sciences in order to function in a social environment		knows how to improve the awareness and skills of analysing the link between personal and planetary well-being		[SU3] Assessment of ability to use knowledge gained from the subject		
Subject contents	[K7_W71] has general knowledge in humanistic, social, economic or legal sciences, including their fundamentals and applications		knows how to create a work culture supporting well-being at work		SU3] Assessment of ability to use knowledge gained from the subject		
	<p>Module 1: Personal well-being</p> <ol style="list-style-type: none"> 1. Introduction to mindfulness, resilience, and mental health. 2. Strategies for maintaining physical health. 3. Role of personal values and goals in achieving well-being. <p>Module 2: Professional well-being</p> <ol style="list-style-type: none"> 4. Dynamic changes in working life and connection between resilience and professional wellbeing. 5. JD-R model and Job Crafting 6. Work-life balance and stress management. 7. Building culture supporting employee well-being. <p>Module 3: Planetary well-being</p> <ol style="list-style-type: none"> 1. Global challenges and strategies; absolute sustainability and planetary boundaries concept definition 2. Ecosystem services, systematic view on planetary health 3. Sustainable consumption and production: from global to individual level 4. Environmental impact, economic/social cost of consumption <p>Module 4: Integration and Application</p> <ol style="list-style-type: none"> 1. Developing personal and professional well-being plans. 						

	<p>2. Implementing sustainable practices in daily life and career paths.</p> <p>3. Case studies and group projects on creating a positive social and environmental impact.</p>		
Prerequisites and co-requisites	None		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Learning diary	60%	60%
	Presentation	60%	40%
Recommended reading	Basic literature		
	<p>1) Jacob, J., Jovic, E., & Brinkerhoff, M. B. (2009). Personal and Planetary Well-being: Mindfulness Meditation, Pro-environmental Behavior and Personal Quality of Life. <i>Social Indicators Research</i>, 93(2), 275–294.</p> <p>2) Morrow, L. (2012). <i>People & Permaculture: Designing Personal, Collective and Planetary Well-being</i>. East Meon: Permanent Publications.</p> <p>3) Irvine, K. N., & Warber, S. L. (2002). Greening Healthcare: Practicing as if the Planet Mattered. <i>Journal of Environmental Psychology</i>, 22(3), 287–298.</p> <p>4) Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The Job Demands-Resources Model of Burnout. <i>Journal of Applied Psychology</i>, 86(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499</p> <p>5) Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources Model: State of the Art. <i>Journal of Managerial Psychology</i>, 22(3), 309–328. https://doi.org/10.1108/02683940710733115</p> <p>6) Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a Job: Revisioning Employees as Active Crafters of Their Work. <i>Academy of Management Review</i>, 26(2), 179–201. https://doi.org/10.5465/amr.2001.4378011</p>		
	Supplementary literature		
			<p>Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining well-being. <i>International Journal of Wellbeing</i>, 2(3), 222–235. https://doi.org/10.5502/ijw.v2i3.4</p> <p>Benn, S., Dunphy, D., & Griffiths, A. (2014). <i>Organizational Change for Corporate Sustainability</i> (3rd ed.). Routledge.</p> <p>Kabat-Zinn, J. (1990). <i>Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness</i>. Bantam Dell.</p> <p>Bateson, G. (1972). <i>Steps to an Ecology of Mind: Collected Essays in Anthropology, Psychiatry, Evolution, and Epistemology</i>. University of Chicago Press.</p> <p>Stibbe, A. (Ed.). (2015). <i>The Handbook of Sustainability Literacy: Skills for a Changing World</i>. Green Books.</p> <p>O'Brien, C. (2016). <i>Education for Sustainable Happiness and Well-Being</i>. Routledge.</p> <p>Helliwell, J. F., Layard, R., & Sachs, J. D. (Eds.). (2020). <i>World Happiness Report 2020</i>. Sustainable Development Solutions Network.</p> <p>Seligman, M. E. P. (2011). <i>Flourish: A Visionary New Understanding of Happiness and Well-being</i>. Free Press.</p> <p>Raworth, K. (2017). <i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i>. Chelsea Green Publishing.</p> <p>Brown, K. W., & Kasser, T. (2005). Are psychological and ecological well-being compatible? The role of values, mindfulness, and lifestyle. <i>Social Indicators Research</i>, 74(2), 349–368. https://doi.org/10.1007/s11205-004-8207-8</p>
eResources addresses			<p>Sustainable Well-being – Education for Personal, Professional and Planetary Well-being (SWEPPP), www.wellbeing4sustainability.eu</p>
Example issues/ example questions/ tasks being completed	<p>Self-exercise, aiming at adoption of positive daily routines and habits that enhance mental and physical well-being and describing it in a learning diary.</p> <p>The work ability house model, self-leadership and reflection, and sustainable leadership.</p>		

	Setting job-crafting goals into practice at studies and reflect on its success, while demonstrating how to integrate nature, animals, technology, or collegueship into job-crafting.
Work placement	Not applicable