Learning Smart Work - The Art of Achieving Efficiency

Course Instructor: Raavi Masta

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

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Office Hours:
Classroom:
The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Learning Smart Work - The Art of Achieving Efficiency		
Course Code	BE- E-0080	
Course Duration	1 Semester	
No. of Credit Units	3	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing		

PART II

Course Description:

"Learning Smart Work - The Art of Achieving Efficiency" is a dynamic course designed to equip students with the essential skills and strategies to enhance productivity and efficiency in both personal and professional domains. Through a comprehensive exploration of smart work principles, students will learn to differentiate between hard work and smart work, develop self-awareness, and master time management techniques. The course delves into optimizing workflows, fostering a smart work culture, and integrating sustainable practices for long-term success. Participants will engage in hands-on assignments, case studies, and reflective exercises to apply learned concepts directly to their lives. By the end of the course, students will possess the knowledge and tools necessary to thrive in today's fast-paced world by working smarter, not harder.

Course Aims:

1. To introduce students to the concept of smart work and differentiate it from traditional hard work, fostering an understanding of the importance of efficiency and productivity.
2. To equip students with practical skills such as time management, prioritization, and problem-solving techniques necessary for effective implementation of smart work strategies.
3. To encourage students to critically analyze their current work habits, identify areas for improvement, and develop innovative solutions to optimize their workflows.

4. To empower students to cultivate a culture of efficiency within their personal and academic environments, promoting collaboration, communication, and continuous improvement.
5. To highlight the importance of sustainability, ethical considerations, and well-being in smart work practices, ensuring that efficiency is balanced with long-term viability and personal wellness.

Course Intended Learning Outcomes:

1. Students will demonstrate an understanding of smart work principles, including the difference between hard work and smart work, and the importance of efficiency in achieving goals.
2. Students will apply time management techniques, problem-solving strategies, and process optimization methods to improve their personal and academic workflows.
3. Students will critically analyze their work habits, identify inefficiencies, and develop innovative solutions to enhance productivity and effectiveness.
4. Students will effectively communicate their ideas, collaborate with others to streamline processes and contribute to a culture of efficiency within their teams or organizations.
5. Students will integrate sustainability practices, ethical considerations, and well-being strategies into their smart work approach, ensuring long-term success and personal fulfillment.

Assessment Process:

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

Assignment 1: (Weightage- 10%)

Impact of Your Surroundings

It can be easy to become caught in the trap of our existing physical environment without taking time to consider if that space is adversely impacting our ability to be successful. It's important to reflect on the impact your environment has on your ability to fully concentrate and engage in studying and your coursework. Let's take some time to consider your current workspace.

Step 1: Take a photograph of your current study space. This can be your personal space at home, a space at school, or a public space. Be respectful if you are taking a picture of a space at school or a public space. If you are uncomfortable sharing a picture of your personal workspace provide a online picture of a similar workspace.

Step 2: Study the photograph or image and think about how this space impacts your ability for academic success and more importantly your ability to concentrate on your coursework.

Step 3: Now that you have thought about your study space, discuss your workspace and how it contributes to your productive work and the ability to meet your goals or why this space is not ideal for effective study habits. Specifically, think about the organization and cleanliness of your space,

your comfort when you work, and whether the environment is conducive to studying based on your needs. Describe if the space is noisy or results in frequent interruptions. How does the space impact your mood and emotion when working?

Step 4: Now that you have reflected on your workspace, add to your text that discusses how your space could be improved or how you would overcome the environment to increase your productivity.

Step 5: Your final document should include a photograph of your space or a representative image and include a reflective text of a minimum of 500 words.

Criteria	Meets Requirements (2)	Needs Improvements (1)	Does Not Meet Requirements (0)
Submitted a photograph or relevant image of your current workspace.	Submission includes a clear and detailed photograph or image of a student workspace, providing relevant detail and context.	Submission includes a photograph or image of a workspace, but it lacks clarity or detail, making it difficult to assess the workspace effectively.	Submission does not include a photograph or image of a workspace.
Document discusses the environmental impact of the workspace.	Submission includes a thorough discussion of the current workspace and its impact on the student's productivity, considering factors such as organization, cleanliness, comfort, noise level, interruptions, and mood/emotion.	Submission includes an incomplete discussion of the current workspace and its impact on the student's productivity, lacking depth or detail in addressing relevant factors. Additional reflections and details are needed.	Submission does not include details of how the workspace impacts the student's productivity.
The document discusses how the current workspace could be improved to better meet their needs.	The submission provides a comprehensive and insightful discussion of specific improvements that could be made to the workspace to enhance productivity, addressing factors such as organization, layout, noise reduction, and comfort adjustments.	The submission includes a discussion of how the workspace could be improved, but it lacks specificity or detail in outlining specific improvements or addressing all relevant factors. Additional details could enhance clarity.	The submission does not include a clear discussion of how the workspace can be improved to increase productivity.
Reflects on how the space impacts mood and emotion when working	Provides a detailed reflection on how the workspace impacts the student's mood and emotion, considering factors such as lighting, ambiance, and personal comfort.	Offers some reflection on how the workspace impacts mood and emotion, but lacks depth or specificity in addressing relevant factors. Additional insights could enhance understanding.	Fails to reflect on how the workspace impacts mood and emotion when working.
Writing Clarity and Organization	Writing is exceptionally clear, well-organized, and effectively conveys the student's reflections on their workspace.	Writing is clear and generally well-organized, but may contain some minor lapses in clarity or organization that could be addressed for improved coherence.	Writing lacks clarity and organization, making it difficult to understand the student's reflections on their workspace.

Assignment 2: (Weightage- 15%)

Time Management Journal Entry

1. Assess your time management skills by using-
   https://www.ursinus.edu/live/files/3675-time-management-self-assessment
   Make note of your results.

2. Review the University of Georgia's Time Management Strategies-
   https://secure.caes.uga.edu/extension/publications/files/pdf/C%201042_4.PDF
   and consider the strategies that seem most appealing to you.

3. Reflect in a 250-500 words journal entry on your current time management skills, and discuss how you might apply new strategies to improve time management in your life.

Criteria	Excellent (5)	Fair (3)	Needs Improvement (0)
Assessment of Time Management Skills	Accurately assesses strengths and weaknesses in time management skills, providing detailed insights.	Identifies some strengths and weaknesses in time management skills, but lacks depth or specificity.	Fails to assess time management skills effectively or at all.
Review of Time Management Strategies	Provides a comprehensive review of the University of Georgia's time management strategies, highlighting multiple appealing strategies with clear rationale.	Reviews some of the strategies, mentioning a few that are appealing without much explanation.	Does not review the time management strategies or fails to provide any rationale for appeal.
Application of New Strategies	Offers a detailed plan for applying new strategies to improve time management skills, demonstrating understanding of how they will be implemented.	Outlines a plan for applying new strategies, but lacks clarity or detail in how they will be implemented.	Fails to provide a plan for applying new strategies or does so without understanding their relevance.

Quiz - 10%

Group Assignment - 20%

Classroom Assignments - 15% (Includes Punctuality & Class Participation)

End Semester Exam (Closed book and timed) - 30%

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	**Outstanding:** Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	**Excellent:** Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	**Very Good:** Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	**Good:** Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	**Fair:** Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	**Acceptable:** Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	**Marginal:** Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	**Pass 1:** Pass with Basic understanding of the subject matter.
P2	40 - 44	1	**Pass 2:** Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	**Fail:** Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Dates/ Module	Lesson	Classroom activity	Readings
Week 1-2: Unit 1 - Understanding Smart Work .	Lesson 1: Introduction to Smart Work Lesson 2: Differentiating Smart Work from Hard Lesson 3: The Psychology of Efficiency	Group discussion on personal experiences with productivity. Case study analysis on the benefits of smart work in various industries. Interactive workshop on identifying cognitive biases affecting productivity.	Learn about smart working: Smart work for Smart workers Mike G. Cartright(2020) Smart work beats hard work: Using science to perform better, live healthier and invest money. Mentor Palokaj (2020) Pietrasiński, Z. (1969). The Psychology of Efficient Thinking,. Pergamon. https://doi.org/10.1016/C2013-0-02101-9
Week 3-4: Unit 1 (Continued)	Lesson 4: Time Management Techniques Lesson 5: Prioritization and Delegation	Time audit exercise followed by group discussion on prioritization methods.	Allen, D. (2019). Getting Things Done: The Art of Stress-free Productivity. Amazon.in. Paul, K. (2014). Study Smarter, Not Harder. Amazon.in. Tracy, B. (2017). *Eat That Frog*. Mango Media Inc.
Week 5-6: Unit 2 - Developing Smart Work Habits	Lesson 6: Self-Awareness and Self-Management Lesson 7: Goal Setting and Alignment	Self-assessment exercises followed by reflection journals. Goal-setting workshop using the SMART criteria.	Tan, C. M. (2012). *Search Inside Yourself: The Unexpected Path to Achieving Success, Happiness*. HarperOne. Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic* ([Rev. ed.].). Free Press.
Week 7-8: Unit 2 (Continued)	Lesson 8: Proactive Problem Solving Lesson 9: Effective Communication	Brainstorming session on identifying obstacles and creative solutions. Role-playing scenarios for practicing clear communication.	Heath, D. (2020). Upstream: the quest to solve problems before they happen. First Avid Reader Press hardcover edition. New York, Avid Reader Press. Headlee, C. A. (2017). We need to talk: how to have conversations that matter. Unabridged. [New York], HarperCollins.
Week 9-10: Unit 3 - Cultivating a Smart Work-life balance	Lesson 10: Managing Change	Group project on creating better work-life balance	Holsman, J. (2022). *Work Life Balance Survival Guide: How to Find Your Flow State and Create a Life of Success* Mango Media.
Week 11-12: Unit 3 (Continued)	Lesson 12: Managing Technology Lesson 13: Managing Leisure time	Panel discussion on work-life balance strategies.	Neequaye, S.K. (2016), "Off balance: getting beyond the work-life balance myth to personal and professional satisfaction by Matthew Kelly", European Journal of Training and Development, Vol. 40 No. 5, pp. 366-368. https://doi.org/10.1108/EJTD-11-2015-0087
Week 13-14: Unit 4 -	Lesson 14: Stress	Mindfulness meditation	

Sustainable Smart Work Practices	Management and Well-being Lesson 15: Ethical Considerations in Smart Work	session followed by stress management workshop. Ethical dilemma scenarios for group discussion and debate.	Davis, M., Eshelman, E. R., & McKay, M. (2000). The relaxation & stress reduction workbook. 5th ed. Oakland, CA, New Harbinger Publications.
Week 15: Unit 4 (Continued)	Lesson 16: Long-term Planning and Resilience Lesson 17: Continuous Improvement and Reflection	Workshop on minimizing environmental impact in work practices. Strategic planning exercise for long-term sustainability. Final reflection session on personal growth and continuous improvement journey.	Brown, B. (2015). *Rising strong*. First edition. New York, Spiegel & Grau David, S. (2016). Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life. New York: Avery/Penguin Random House.

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.
The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.
All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:
Contact: Email ID: cwcs@jgu.edu.in
            Mobile: +91 8396907312