Course description form (syllabus form) – for 1st and 2nd cycle studies

**A. General data**

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| **Name of the field** | | **Content** |
| Course title | | Financial anxiety and well-being |
| Organizational unit: | | Faculty of Management, Chair for Theory of Organization and Management |
| Organizational unit where the course is offered: | | Faculty of Management |
| Course ID | |  |
| Erasmus code / ISCED | |  |
| Course groups | |  |
| Period when the course is offered | | Summer semester |
| Short description | | This course is designed to teach students about financial anxiety and well-being, emphasizing a business and management viewpoint. The curriculum will draw from relevant academic research, providing a comprehensive understanding of financial anxiety and well-being, particularly in unstable times. It aims to equip students with theoretical and practical insights into these concepts and their interconnectedness.  Structured into various modules, the course will probe into different facets of financial anxiety and well-being. Special attention will be paid to the genesis and theoretical framework of various concepts and constructs, methodologies for measurement, and practical implementation strategies. |
| Type of course: | | Conversatory – 14 hours |
| Full description | | This course is designed to teach students about financial anxiety and well-being, emphasizing a business and management viewpoint. The curriculum will draw from relevant academic research, providing a comprehensive understanding of financial anxiety and well-being, particularly in unstable times. It aims to equip students with theoretical and practical insights into these concepts and their interconnectedness.  Structured into various modules, the course will probe into different facets of financial anxiety and well-being. Special attention will be paid to the genesis and theoretical framework of various concepts and constructs, methodologies for measurement, and practical implementation strategies.  **Module-1:** Financial Literacy (2 sessions)   1. Conceptualization of financial literacy 2. Measuring (digital) financial literacy 3. Financial literacy and financial crisis 4. Financial Literacy and Young people /student   **Module-2:** Financial Anxiety (2 sessions)   1. Introduction & measuring financial anxiety 2. Effects of financial anxiety on mental and physical health 3. Young adults/students' financial anxiety 4. COVID-19 and financial anxiety   **Module-3:** Financial well-being (3 sessions)   1. Introduction to financial well-being 2. Theoretical disposition of financial well-being (component, structure, antecedents) 3. Overall subjective well-being and financial well-being 4. Personal financial wellbeing and its connection with family & societal well-being |
| Prerequisites | Formal | Course for the students of the I fours semesters of studies.  Max. No. of participants: 50 |
| Initial | N/A |
| Learning outcomes | | Students successfully completing this course are expected to be able to:   1. demonstrate a comprehensive understanding of financial anxiety and its effects on young adults/students. 2. understand, assess and analyze the importance of financial literacy and wellbeing to manage financial anxiety. 3. gain academic & managerial reading skills by understanding and synthesizing readings of academic journals. |
| ECTS credit allocation (and other scores) | | 2 ECTS |
| Assessment methods and assessment criteria | | Two class quizzes (Multiple Choice Questions): 15% + 15%  Final examination in the form of individual assignments: 70%  Passing threshold: 60%  DESCRIPTION OF THE INDIVIDUAL ASSIGNMENT:  **The task:** A RESEARCH ESSAY on a chosen topic from the course.  The task will include but is not limited to the following generic structure:   1. **Introduction and problem identification**  * Introduction * Research-gap identification * Problem formation  1. **Literature review:** Discussion and evaluation of the pertaining literature 2. **Methodology:** Suggested methodological choice for this research (not much discussion is expected). 3. **Results:** Expected Results (not much discussion is expected). 4. **Managerial implications:** Why and how do you think your research will help the managers and practitioners?     SPECIFIC INSTRUCTION:   1. 2000 words, excluding the title page and references 2. APA or Harvard style of citation. 3. 12 times new roman font, 1.5 spacing, and 1-inch margin on both sides. 4. Page number at the bottom of each page   CRITICAL ISSUES:   * Zero tolerance for plagiarism. * Use of OpenAI software (e.g., ChatGPT) is prohibited * Peer-review will be conducted.   GRADING:   |  |  |  | | --- | --- | --- | | 90% - 100% | = | A | | 80% - 89% | = | B | | 70% - 79% | = | C | | 60% - 69% | = | D | | < 60% | = | F (Fail) | |
| Examination | | Graded credit |
| Type of class | | Conversaotry |
| Sposób realizacji przedmiotu | | Online |
| Language | | English |
| Bibliography | | Archuleta, K. L., Dale, A., & Spann, S. M. (2013). College students and financial distress: exploring debt, financial satisfaction, and financial anxiety. *Journal of Financial Counseling and Planning*, *24*(2), 50-62.  Archuleta, K. L., Glenn, C., Lawson, D. R., Clady, J. P., & Solomon, S. (2021). I Know I Should, But Do I Do It? Connecting Covert and Overt Financial Behaviors. *Journal of Financial Counseling and Planning*, *32*(3), 550-563.  Archuleta, K. L., Mielitz, K. S., Jayne, D., & Le, V. (2020). Financial goal setting, financial anxiety, and solution-focused financial therapy (SFFT): A quasi-experimental outcome study. *Contemporary Family Therapy*, *42*, 68-76.  Brüggen, E. C., Hogreve, J., Holmlund, M., Kabadayi, S., & Löfgren, M. (2017). Financial well-being: A conceptualization and research agenda. *Journal of Business Research*, *79*, 228-237.  Fan, L., & Henager, R. (2022). A structural determinants framework for financial well-being. *Journal of Family and Economic Issues*, *43*(2), 415-428.  Grable, J. E. (2016). Financial risk tolerance. *Handbook of consumer finance research*, 19-31.  Huston, S. J. (2010). Measuring financial literacy. *Journal of Consumer Affairs*, *44*(2), 296-316.  Lusardi, A., & Mitchell, O. S. (2011). Financial literacy and retirement planning in the United States. *Journal of pension economics & finance*, *10*(4), 509-525.  Mahendru, M., Sharma, G. D., & Hawkins, M. (2022). Toward a new conceptualization of financial well‐being. *Journal of Public Affairs*, *22*(2), e2505.  *NOTE: Further materials related to specific modules will be provided later.* |
| Internship as part of the course | | NA |
| Coordinators | | **Dr. hab. Katarzyna Dziewanowska, prof.** |
| Group instructors | | Dr. AFM Jalal Ahamed |
| Notes | | Dr. Jalal Ahamed is an experienced researcher and educator, deeply engaged in the field of business, international marketing and financial behavior. His expertise is wide-ranging, covering topics such as export performance, inter-organizational relationships, and resilience in international marketing. Dr. Ahamed has a particular interest in consumer behavior in online settings, where he investigates e-commerce adoption, digital financial services, and consumer vulnerability. His research in financial behavior addresses issues like financial anxiety, wellbeing, and vulnerability, examining their effects on both organizations and individuals. Methodologically adept, Dr. Ahamed excels in a variety of research techniques, both qualitative and quantitative, and is proficient in advanced analytical tools like Hierarchical Linear Modeling (HLM), Partial Least Squares (PLS), Fuzzy-set Qualitative Comparative Analysis (QCA), and Analysis of Moment Structures (AMOS).  In addition to his research pursuits, Dr. Ahamed is an experienced educator. His international teaching career has taken him to Norway, Indonesia, Sweden, Poland, and the Czech Republic. He leverages his knowledge and experience in his roles as a teacher and thesis supervisor, actively engaging with students across different levels in marketing and business studies. His research insights combined with his teaching experience highlight his prominence as an experienced teacher in his field. |

**B. Detailed data**

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| **Name of the field** | **Content** |
| Group instructors: | **Dr. AFM Jalal Ahamed** |
| Title | **Assocaite Professor** |
| Type of class: | Conversatory |
| Learning outcomes defined for didactic method used during the course | Students successfully completing this course are expected to be able to:  I. demonstrate a comprehensive understanding of financial anxiety and its effects on young adults/students.  II. understand, assess and analyze the importance of financial literacy and wellbeing to manage financial anxiety.  III. gain academic & managerial reading skills by understanding and synthesizing readings of academic journals. |
| Assessment methods and assessment criteria for didactic method used during the course | Two class quizzes (Multiple Choice Questions): 15% + 15%  Final examination in the form of individual assignments: 70%  Passing threshold: 60%  DESCRIPTION OF THE INDIVIDUAL ASSIGNMENT:  **The task:** A RESEARCH ESSAY on a chosen topic from the course.  The task will include but is not limited to the following generic structure:  **1. Introduction and problem identification**   * Introduction * Research-gap identification * Problem formation   **2. Literature review:** Discussion and evaluation of the pertaining literature  **3. Methodology:** Suggested methodological choice for this research (not much discussion is expected)  **4. Results:** Expected Results (not much discussion is expected).  **5. Managerial implications:** Why and how do you think your research will help the managers and practitioners?    SPECIFIC INSTRUCTION:   1. 2000 words, excluding the title page and references 2. APA or Harvard style of citation. 3. 12 times new roman font, 1.5 spacing, and 1-inch margin on both sides. 4. Page number at the bottom of each page   CRITICAL ISSUES:   * Zero tolerance for plagiarism. * Use of OpenAI software (e.g., ChatGPT) is prohibited * Peer-review will be conducted.   GRADING:   |  |  |  | | --- | --- | --- | | 90% - 100% | = | A | | 80% - 89% | = | B | | 70% - 79% | = | C | | 60% - 69% | = | D | | < 60% | = | F (Fail) | |
| Examination for didactic method used during the course | Lecture, discussion, individual assignments, teamwork  Graded credit |
| Range of content |  |
| Didactic methods |  |
| Bibliography | Archuleta, K. L., Dale, A., & Spann, S. M. (2013). College students and financial distress: exploring debt, financial satisfaction, and financial anxiety. *Journal of Financial Counseling and Planning*, *24*(2), 50-62.  Archuleta, K. L., Glenn, C., Lawson, D. R., Clady, J. P., & Solomon, S. (2021). I Know I Should, But Do I Do It? Connecting Covert and Overt Financial Behaviors. *Journal of Financial Counseling and Planning*, *32*(3), 550-563.  Archuleta, K. L., Mielitz, K. S., Jayne, D., & Le, V. (2020). Financial goal setting, financial anxiety, and solution-focused financial therapy (SFFT): A quasi-experimental outcome study. *Contemporary Family Therapy*, *42*, 68-76.  Brüggen, E. C., Hogreve, J., Holmlund, M., Kabadayi, S., & Löfgren, M. (2017). Financial well-being: A conceptualization and research agenda. *Journal of Business Research*, *79*, 228-237.  Fan, L., & Henager, R. (2022). A structural determinants framework for financial well-being. *Journal of Family and Economic Issues*, *43*(2), 415-428.  Grable, J. E. (2016). Financial risk tolerance. *Handbook of consumer finance research*, 19-31.  Huston, S. J. (2010). Measuring financial literacy. *Journal of Consumer Affairs*, *44*(2), 296-316.  Lusardi, A., & Mitchell, O. S. (2011). Financial literacy and retirement planning in the United States. *Journal of pension economics & finance*, *10*(4), 509-525.  Mahendru, M., Sharma, G. D., & Hawkins, M. (2022). Toward a new conceptualization of financial well‐being. *Journal of Public Affairs*, *22*(2), e2505.  *NOTE: Further materials related to specific modules will be provided later.* |
| Group limit |  |
| Time span |  |
| Location |  |