



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	Employee Engagement and Well-Being
Core or Elective	Elective
Program and Batch	BBA 2023, IBM
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	OB HR
Provide details if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member/Course Instructor	Anindya Ganguly
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Faculty Member's Open Office Day/s & Time	To be Confirmed Tentative: Tuesday 4:00- 5:00 pm; Friday 4:00-5:00 pm

Introduction to the Course

Employee engagement constitutes a fundamental driver of organizational effectiveness; however, many organizations encounter persistent challenges in implementing practices that genuinely resonate with their workforce. Despite widespread recognition of its strategic importance, achieving authentic engagement often remains elusive. This gap can be attributed, in part, to misalignment between organizational initiatives and employee expectations, as well as to approaches that inadvertently require emotional labour rather than fostering meaningful and authentic connections.

This challenge is further compounded by the dynamic nature of the contemporary workforce. Increasing diversity in employee expectations, the proliferation of hybrid work arrangements, and rapid technological advancements have collectively redefined the contours of engagement. Modern employees seek not only financial compensation but also meaningful work, psychological safety, and a strong sense of purpose. Organizations that fail to adapt their engagement strategies to these evolving expectations risk diminished productivity and the loss of high-performing talent. Moreover, when engagement initiatives are perceived as insincere or overly transactional, they may prove counterproductive, leading to dissatisfaction and, in some instances, burnout. In this context, the concept of workplace wellbeing becomes particularly salient. Relatedly,

the notion of a just workplace, encompassing distributive, procedural, and interactional justice- offers a critical lens through which to understand and enhance employee experiences.

Employee well-being (EW) is closely associated with key organisational outcomes, including productivity, employee turnover, job satisfaction, stress levels, and work–life balance. Accordingly, organisations are increasingly prioritising wellbeing initiatives, recognising their significance not only for individual employees but also for broader organisational performance and sustainability.

This course provides a comprehensive examination of employee engagement and wellbeing, addressing their conceptual foundations, practical significance, methods of assessment, and strategies for effective implementation. Through interactive sessions, real-world case analyses, and applied learning activities, participants will develop the skills necessary to navigate engagement-related challenges and design evidence-based interventions. Key topics include trust-building, fostering open communication, and aligning organizational objectives with employee wellbeing, with the overarching aim of cultivating a work environment in which both employees and organizations can thrive.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1: Understand the Fundamentals of Employee Engagement, Workplace Justice Perception and Employee Wellbeing.
2. CLO2: Analyze Engagement and Wellbeing Challenges
3. CLO3: Evaluate Workforce Dynamics and Evolving Expectations
4. CLO4: Develop Practical Engagement and Wellbeing Strategies
5. CLO5: Foster a Just Workplace and a Culture of Trust and Open Communication
6. CLO6: Measure and Sustain Engagement
7. CLO7: Address Real-World Scenarios
8. CLO8: Promote Employee Well-Being and Organizational Alignment

Programme Competency Goals

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues
		2. Understand global business issues
		3. Demonstrate sensitivity towards ethical issues
		4. Demonstrate sensitivity towards social issues
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity
		6. Write in a coherent manner
		7. Use technology for communication

3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO1; PLO2.	PCG2; PCG3.	A1, A2
PLO 5, PLO 6; PLO 8; PLO 9; PLO 10; PLO 11; PLO 12.	PCG 2, PCG 3, PCG 4	A4, A3
PLO 1; Plo 2; PLO 5, PLO 6;	PCG 1, PCG 2	A5

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
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A1: Class Participation	10%	Individual	Each session (continuous evaluation)	1, 2, 5, 8, 9
A2: Reflective Note	10%	Individual	Week 7 (after guest lecture)	5, 6, 8, 9, 10
A3: Group Project and Presentations	30%	Group	Week 7	2, 5, 6, 7, 8, 9, 10, 11, 12
A4: Case Analysis	20%	Group	Week 6	2, 3, 5, 6, 7, 8, 9, 10, 11, 12
A5: End-Term Exam	30%	Individual	In the JGU Examination period/week	1, 2, 3, 5, 6, 8, 9, 10

Description of Assessments:

A1- Class participation: The student participation in class will be assessed through individual participation in class as well as in-class group assignments (if required) on the various concepts. The students should be able to support the concepts with daily life examples. The students can raise hands to contribute to the class discussion. Participation in class discussions during the regular lectures as well as guest sessions will be counted as class participation. Effective class participation means engaging actively in the discussion.

That is,

- Listening and building on others' comments,
- Critiquing peers' statements in a constructive manner, and
- Advancing the discussion without going off-topic or dominating the debate.
- Asking/ Answering Relevant Questions.

In addition to being called upon to express your viewpoints on a certain subject, class participation also entails engaging in experiential exercises/rolplays.

Rubric for Class Participation

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Displays Leadership Behavior
Active participation	Absent Does not contribute	Few contributions; Seldom volunteers but responds to direct queries	Voluntarily contributes to discussion without prompting	Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic
Relevance of participation to topic under discussion	Contributions are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant to discussion	Contributions are relevant and promote in-depth analysis of material
Evidence of level of preparation	Not adequately prepared; Does not appear to have read the material in advance of class	Appears to have read the material, but not closely or did not read all material	Clearly read and thought about the material in advance of class	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned
Listening/Cooperation	Inattentive or makes inappropriate or disruptive comments	Participates occasionally; Does not respond to contributions of others	Participates regularly without monopolizing; Listens and responds to contributions of others	Models good classroom citizenship. Listens without interrupting. Responses to others are appropriate. Promotes active participation by others
		✓ -	✓	✓ +

A2- Reflective Note: Individual: This reflective note rubric is used as an evaluation technique to assess participants' learning from the guest lecture in a structured and meaningful way. It goes beyond simple recall by encouraging students to critically analyse the session, connect insights with relevant concepts, and articulate personal learning outcomes. The rubric ensures objectivity and consistency in assessment while also promoting deeper engagement, self-awareness, and application of ideas to real-world contexts.

Criteria	Excellent	Good	Average	Poor
Clarity of Experience/Context	Clearly and concisely describes the situation with relevant details	Describes the situation but may miss some clarity or depth	Basic description; lacks important details	Unclear or confusing description
Depth of Reflection	Demonstrates critical thinking; analyses experiences with strong insights	Shows some analysis and reflection	Limited reflection; mostly descriptive	No reflection; only narration
Connection to Concepts/Theory	Strong and accurate linkage to relevant theories/models	Some connection to theory but not fully developed	Minimal or superficial connection	No connection to theory
Personal Learning & Insight	Clearly articulates meaningful learning and self-awareness	Identifies learning but lacks depth	Vague or generic learning	No clear learning identified
Application/Future Action	Provides specific, practical future actions or improvements	Suggests some future actions	Limited or unclear application	No future action discussed
Structure & Organization	Well-organized, logical flow with clear paragraphs	Mostly organized with minor issues	Some structure but lacks coherence	Disorganized and difficult to follow
Language & Expression	Clear, professional, and engaging writing	Generally clear with minor errors	Understandable but with noticeable	Poor grammar and unclear

Criteria	Excellent	Good	Average	Poor
			errors	expression

A2- Group Project Presentations: The groups will interview a set of 5-7 individuals by selecting one of the topics discussed in the course and create the project work around it. They will use the concepts as applicable in a management setting and select a company and/or industry to bring out the application, importance, uses, problems and their solutions of the chosen concepts/topic. **You need to submit a written report of 3000-4000 words and Your presentation shall be assessed using the following rubric:**

Criteria	Poor	Average	Proficient	Excellent
Understanding of problem(s) in the case study	Demonstrates superficial understanding of problem(s) in the case study.	Demonstrates limited understanding of problem(s) in the case study.	Demonstrates deep understanding of problem(s) in the case study.	Demonstrates a clear and deep understanding of an issue/problem in the case study.
Analysis of Alternatives	At least one coherent alternative	Multiple alternatives and some analysis	Variety of clear alternatives with appropriate analysis	Variety of well-articulated alternatives; analysis well integrated in response
Recommendations	Addresses problem inappropriately with some substance and limited support from the information presented	Addresses major problems appropriately with implementable plan of action, supported by the information presented	Addresses most problems appropriately with deep understanding and realistic plan of action, clearly supported by the information presented	Comprehensive recommendations with realistic and insightful plan of action, clearly supported by the information presented
Additional Reading and Research	Incomplete research and links between the problems and the theory.	Limited research and links between the problems and the theory.	Good research and documented links between the problems and the theory.	Excellent research with documented links to the theory and possibly additional material

A3- Case Analysis: Access the case and turn in a case analysis report of minimum 2200 words and maximum 3500 words submit over email on or before the indicated date. This is a group activity- each group must submit one report. The report must carry a thorough problem identification, analysis of alternatives, and recommendation. You are expected to refrain from rehashing the case, and not permitted to copy from websites/fellow students and shall be penalized if found doing so (there will be a plagiarism check). The report should be in standard word document file with required headings to make for easy reading with 1-inch default margin, 1.5 spaced, and 12-point Garamond/Arial/Times New Roman font.

Your case analysis shall be assessed using the following rubric.

Criteria	0-4	4- 10	10- 16	16-20	Points
Understanding of problem(s) in the case study.	Demonstrates superficial understanding of problem(s) in the case study.	Demonstrates limited understanding of problem(s) in the case study.	Demonstrates deep understanding of problem(s) in the case study.	Demonstrates a clear and deep understanding of an issue/problem in the case study.	
Analysis of Alternatives	At least one coherent alternative.	Multiple alternatives and some analysis.	Variety of clear alternatives with appropriate analysis.	Variety of well-articulated alternatives; analysis well integrated in response.	
Recommendations	Addresses problem inappropriately with some substance and limited support from the information presented.	Addresses major problems appropriately with implementable plan of action, supported by the information presented.	Addresses most problems appropriately with deep understanding and realistic plan of action, clearly supported by the information presented	Comprehensive recommendations with realistic and insightful plan of action, clearly supported by the information presented	
Additional Reading and Research	Incomplete research and links between the problems and the theory.	Limited research and links between the problems and the theory.	Good research and documented links between the problems and the theory.	Excellent research with documented links to the theory and possibly additional material.	
Presentation	Lacks focus, format and clarity of ideas	Focused, follows format and presents ideas with some clarity	Focused, follows format and presents ideas clearly	Focused, format and presentation ideas exceed expectations	
Total					

A5 End term examination- The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities, and process as decided by CoE.

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases

will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

Textbook / Other Readings

Books

1. Crim, D., & Seijts, G. (2006). *What engages employees the most*.
2. Kumar, V., & Pansari, A. (2015). *Measuring the benefits of employee engagement*.
3. Gallup. (n.d.). *Gallup Q12 survey*.
4. Aon Hewitt. (2015). *Trends in global employee engagement*.
5. Clifton, J., & Harter, J. (2021). *Wellbeing at work*. Simon and Schuster.
6. Thakre, N., & Reddy, B. U. K. (Eds.). (2024). *Stress, Wellness, and Performance Optimization: Promoting Sustainable Performance in the Workplace*.
7. Grawitch, M. J., & Ballard, D. W. (2016). *The psychologically healthy workplace: Building a win-win environment for organizations and employees*. American Psychological Association.
8. Kruse, K. (2012). *Employee engagement 2.0*. CreateSpace Independent Publishing Platform.
9. Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.
10. Lencioni, P. (2015). *The truth about employee engagement*. Wiley.
11. Ulrich, D. (1996). *Human resource champions: The next agenda for adding value and delivering results*. Harvard Business Review Press.
12. Morgan, J. (2017). *The employee experience advantage*. Wiley.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	<i>Changing nature of work and introducing Employee Engagement?</i>	PLOs- 8, 9, 11
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Understand the fundamentals of employee engagement. • Differentiate employee engagement from similar constructs. 	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Workplace behaviours 2. Identify the changing nature of work and workplaces. 3. Contemporary Challenges and Opportunities in today's workplaces 4. Introduction to employee engagement. 5. Employee engagement versus other similar constructs. 	

Readings	Graber, S. (2015). "Two sides of Employee Engagement," Harvard Business Review.	
Case Title & Number	NA	
Pedagogy	Lecture/ Breakout Group Activity/ Video	
Session 2	<i>Driving Business Impact through Engagement</i>	PLOs- 12, 13
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> Analyze engagement challenges in business settings. Evaluate the business benefits of employee engagement. Why employee engagement is quintessential for organizations Employee engagement and performance. Concept of OCB 	
Subtopics to be covered	Linking engagement to performance and business outcomes.	
Readings	<i>The Impact of Employee Engagement on Performance</i> , Harvard Business Review. Kumar, V., & Pansari, A. (2015). Measuring the Benefits of Employee Engagement, <i>MIT Sloan Management Review</i> . Hay Group. (2012). <i>Why Does Employee Engagement Matter to CEOs?</i> Hay Group.	
Case Title & Number	NA	
Pedagogy	Teaching/Classroom Activity	
Session 3	<i>Introducing Psychological Contract</i>	PLOs- 1, 3, 4, 10
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> Understand the concept of Psychological contract. Understand both employer and employee side of psychological contract 	
Subtopics to be covered	<ul style="list-style-type: none"> Introduction to the psychological contract .Types of Psychological Contract How Psychological contract impacts workplace engagement 	
Readings	Seijts, G., & Crim, D. (2006). <i>What engages employees the most?</i> Chapter 2: Psychological Contracts and Managers, Reference no. BEP13869, The Manager's Guide to Psychological Safety	
Case Title & Number	Bridging Psychological Distance, the case centre, Reference no. R1503J	

Pedagogy	Lecture/Case Study	
Session 4	<i>Workplace Engagement Theories and Models</i>	PLOs- 1, 2, 9, 10, 11,
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> Examine antecedents of employee engagement using theoretical models. Evaluate workforce dynamics and expectations. 	
Subtopics to be covered	Job Demand and Resource Model, Oldham-Hackman job characteristic Model, Aon Hewitt's Model of Employee Engagement	
Readings	Saks, A. M., & Gruman, J. A. (2014). <i>What Do We Really Know About Employee Engagement?</i> https://www.aon.com/attachments/human-capital-consulting/aon-hewitt-model-of-employee-engagement.pdf https://www.aon.com/attachments/human-capital-consulting/aon-hewitt-model-of-employee-engagement.pdf <i>The Ten C's of Employee Engagement.</i>	
Case Title & Number	NA	
Pedagogy	Lecture/ Video/Class discussion	
Session 5	<i>ELS Session: Measuring Employee Engagement</i>	PLOs- 5, 6, 7, 8, 11, 12
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> Measure employee engagement effectively. 	
Subtopics to be covered	Engagement tools and techniques, Gallup Q12.	
Readings	N.A.	
Case Title & Number	N.A.	
Pedagogy	Group Activity and Discussion	
Session 6	<i>ELS Session 2: Solving real world problems (Simulation)</i>	PLOs- 8, 9, 11, 12
Objective of the session	Solving real world problems (Simulation)	
Subtopics to be covered	Real life simulated scenario from workplaces.	
Readings	N.A.	
Case Title & Number	N. A.	
Pedagogy	Group Activity and Discussion	
Session 7	<i>Designing Engagement Tools</i>	PLOs- 8, 9, 11, 12
Objective of the session	At the end of the session, students will be able to:	

	<ul style="list-style-type: none"> • Create practical engagement measurement tools. 	
Subtopics to be covered	Employee Engagement Measurement	
Readings	Vance, R. J. (2006). Employee Engagement and Commitment- A guide to understanding, measuring, and increasing engagement in your organization. Virginia: SHRM Foundation. Gallup Q12	
Case Title & Number	NA	
Pedagogy	Group Activity; Create Employee Engagement Measurement Tool	
Session 8	<i>The Organisation of Work and Employee Engagement</i>	PLOs- 1, 2, 5, 6
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Propose initiatives that align employee well-being with organizational goals. 	
Subtopics to be covered	Organisational Structure- The Allocation of Formal Responsibilities & engagement Organisational Leadership and Management Organisational Power and Politics & engagement Application of Technology and the Future of Work Engagement initiatives and their effectiveness	
Readings	Chapter 7, Employee Engagement in Contemporary Organizations. Rajani, N. (2012). Engaging generations at workplace. Society for Human Resource Management, India, 1(1), pp.1- 8. Aon Hewitt (2015). <i>2015 Trends in Global Employee Engagement</i> . (https://www.cipd.co.uk/Images/Employee-Engagement_tcm18-9655.pdf)	
Case Title & Number	Mastercard's Organizational Structure: The Making of a New AI Powerhouse Reference no. CCW210409	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	
Session 9	<i>Evaluating Engagement Strategies</i>	PLOs- 8, 9
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Evaluate the effectiveness of engagement strategies. 	

Subtopics to be covered	Employee Engagement Effectiveness	
Readings	Garrad, L., Premuzic, C. (2016). The Dark side of High employee engagement, Harvard Business Review	
Case Title & Number	N.A.	
Pedagogy	Case study discussion	
Session 10-11	<i>Engagement in Organizations- Leadership & Culture Linkages</i>	PLOs- 5, 6
Objective of the session	At the end of the session, students will be able to explain and appreciate the role of Organizational culture in enhancing employee engagement The shift from employee engagement to employee experience	
Subtopics to be covered	Organizational Culture Types of culture The role of Organizational culture in enhancing employee Engagement The role of leadership practices in enhancing employee Engagement	
Case Title & Number	NA	
Pedagogy	Lecture/ Video	
Session 12	<i>Employee Engagement in Crisis Situations</i>	PLOs- 4, 8, 9, 10
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Design strategies to sustain engagement during crises. • Develop resilient employee engagement plans for adverse situations. 	
Subtopics to be covered	Employee engagement during organizational crises (e.g., layoffs, economic downturns). Psychological safety and trust during uncertain times.	
Readings	Report by Ivy: 10 C's of Communication; Deloitte (2020). Resilient Organizations: Engaging Employees During Crisis. Edmondson, A. (2019). The Fearless Organization.	
Case Title & Number	NA	
Pedagogy	Lecture/ Video	
Session 13	<i>Engagement Across Cultures</i>	PLOs- 2
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Examine how cultural diversity impacts employee engagement. • Tailor engagement initiatives for a global workforce. 	

Subtopics to be covered	Cross-cultural engagement strategies. Challenges in global employee engagement.	
Readings	Hofstede, G. (2010). <i>Cultures and Organizations: Software of the Mind</i> .	
Case Title & Number	Godrej: Transforming Its Organizational Culture Reference no. 421-0049-1	
Pedagogy	Lecture/ Quiz	
Session 14	<i>The Future of Employee Engagement: The Role of Technology in Engagement</i>	PLOs- 5, 6, 7
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> Evaluate the role of digital tools in enhancing employee engagement. Analyze technology's impact on workforce dynamics and engagement. Propose innovative engagement solutions aligned with future workforce trends. 	
Subtopics to be covered	<ul style="list-style-type: none"> Technology-driven engagement platforms (e.g., AI-based surveys, gamification tools). Social media and internal communication tools for engagement. Engagement in hybrid and remote work environments. The influence of Gen Z and millennials on engagement practices. 	
Readings	<p>Bersin, J. (2019). <i>Employee Engagement 3.0: The Role of Technology in Driving Engagement</i>.</p> <p>McKinsey & Co. (2022). <i>How Digital Tools Are Changing Employee Engagement</i>.</p> <p>Workplace Technology: The employee experience https://www.cipd.co.uk/Images/workplace-technology-1_tcm18-80853.pdf</p>	
Case Title & Number	NA	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	
Session 15	<i>Guest Lecture 2: Mr Anthony P. Majhi</i>	PLOs- 10, 11, 12
Objective of the session	Guest Lecture Mr Anthony P Majhi, CEO, Design Bee Studio	

Subtopics to be covered	Interactive Session	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Discussion, Guest-Lecture	
Session 16	Justice in the Workplace- Distributive Justice	PLOs- 1,2,3,4, 8
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Understand the concept of Organisational Justice • What distributive justice means • Equity, equality and need as principles of distributive justice 	
Subtopics to be covered	Organizational Justice Distributive Justice Adams Equity theory Equity, Equality, Need	
Readings	https://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Justice/Blader_Handbook%20of%20Org%20Justice.pdf	
Case Title & Number	N.A.	
Pedagogy	Discussion/ Assignment/Lecture	
Session 17	Justice in the Workplace- Procedural & Interactional Justice	PLOs- 1,2,3,4, 8
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Understand the concept of Organisational Justice • What procedural and interactional justice means • Interactional vs interpersonal justice Leventhal's principles of procedural justice	
Subtopics to be covered	<ul style="list-style-type: none"> • Fair workplaces • Voice as a principle of procedural justice • Leventhal's Principles • Procedural and • Interactional justice means • Group Value Model 	
Readings	https://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Justice/Blader_Handbook%20of%20Org%20Justice.pdf	
Case Title & Number	Thompson Rivers University: Balancing Care and Justice Reference no. W34888	

Pedagogy	Discussion/ Assignment/Lecture	
Session 18	Introduction to Employee Well-being	PLOs- 1,2,3,4, 8
Objective of the session	Understand the concept of employee well-being. Explore the five key elements of wellbeing and their interdependence.	
Subtopics to be covered	What is workplace wellbeing? How did the concept evolve? 5 types of wellbeing- career, social, financial, physical, and community	
Readings	Chapter 1 & 2 Articles: https://www.gallup.com/workplace/340202/wellness-wellbeing-difference.aspx https://www.gallup.com/workplace/336941/wellbeing-engagement-paradox-2020.aspx	
Case Title & Number	N.A.	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	
Session 19	The Thriving Culture	PLOs- 5,6,7
Objective of the session	Net Thriving Culture	
Subtopics to be covered	Net Thriving culture Types: Thriving, Struggling, Suffering Understand the alignment of short-term rewards with long-term goals. Identify the four key risks that can impact employee wellbeing. Recognize the components of resilient cultures during a Crisis Define career net thriving and its significance. Explore social, financial, physical, and community net thriving, along with leadership actions for each.	
Readings	https://www.gallup.com/workplace/313067/employees-aren-thriving-business-struggling.aspx https://www.gallup.com/workplace/404105/importance-of-employee-wellbeing.aspx.aspx	
Case Title & Number	Employee Wellbeing and Mental Health Initiatives at Lloyds Bank, The Case Centre, Reference no. 424-0007-1	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	

Session 20	ELS Session 3- Filling Gallup survey	PLO 5, 6, 7, 8, 11, 12
Objective of the session	ELS Session	
Subtopics to be covered	Why conduct training need analysis, TNA model	
Readings	N.A.	
Case Title & Number	N.A.	
Pedagogy	Group Work	
Session 21	Diversity, Inclusion, and Belonging and Harassment in the Workplace	PLOs- 3, 4, 5 ,6
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • How diversity influences workplace wellbeing • Bullying and harassment on mental health • Recourses to bullying and harassment • Types of bullying/harassment 	
Subtopics to be covered	Define harassment and its various types. Understand the impact of harassment on individuals and Organizations Recognize the importance of diversity, inclusion, and belonging in the workplace. Identify common biases and effective practices for fostering a diverse workplace.	
Readings	Chapter 7	
Case Title & Number	N.A.	
Pedagogy		
Session 22	Practical Strategies for Promoting Employee Wellbeing	
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Understand concepts of wellness programmes 	
Subtopics to be covered	Identify components of successful wellness programs and the benefits of flexible work arrangements. Understand the role of Employee Assistance Programs (EAPs) in promoting well-being.	
Readings		
Case Title & Number	Employee Wellbeing - A Momentary Buzz or Long-term Strategy for Organisations? Case-Reference no. 421-0086-1	
Pedagogy		

Session 23	Preventing Employee Burnout and Promoting Psychological Safety	PLOs- 3, 4, 5,6
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Identify workplace stressors contributing to burnout • explore strategies for cultivating psychological safety. 	
Subtopics to be covered	Burnout Stress and Anxiety Presenteeism, Absenteeism, Withdrawal Quiet Quitting Psychological Safety	
Readings	https://www.gallup.com/workplace/398306/quiet-quitting-real.aspx https://www.gallup.com/workplace/313160/preventing-and-dealing-with-employee-burnout.aspx https://www.apa.org/topics/healthy-workplaces/workplace-burnout https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases	
Case Title & Number	Roadmap to Burnout Reference no. 424-0093-1	
Pedagogy	Case study/ Lecture/ Breakout Group Activity.	
Session 24		
Session 24	Thinking about Ourselves/Oneself	PLOs- 1, 5,6, 8
Objective of the session	Explore the role of psychology in personal well-being and development. Develop a wellness action plan and risk management strategies.	
Subtopics to be covered	Explore the role of psychology in personal well-being and development. Develop a wellness action plan and risk management strategies. Identify individual strategies for supporting oneself and others in the workplace. Explore team practices that promote a supportive work environment.	
Readings	Chapter 10, 11 https://www.forbes.com/councils/forbesbusinesscouncil/2024/02/12/professional-accountability-taking-charge-of-your-career-destiny/	

Case Title & Number	N.A.	
Pedagogy	Case study/ Lecture/ Breakout Group Activity.	
Session 25	Taking Responsibility for Your Career and Wellbeing	PLOs- 5,6, 9,10
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Clarify how to take responsibility for own wellbeing • How to manage career and work-life balance 	
Subtopics to be covered	Understand the stages of career development and the responsibilities involved. Identify strategies for effective career management and progression.	
Readings	N.A.	
Case Title & Number	N.A.	
Pedagogy	Case study/ Lecture/ Breakout Group Activity.	
Session 26	Leaving the Organization	PLOs- 1, 2, 3, 4, 5,6
Objective of the session	At the end of the session, students will be able to: <ul style="list-style-type: none"> • Strategizing exit. • Understanding why people leave organizations. 	
Subtopics to be covered	Stress and Burnout Rethinking Career Recognize signs indicating it might be time to leave an organization. The Great Resignation Develop strategies for a successful exit, considering both personal and organizational impacts.	
Readings	N.A.	
Case Title & Number	Managing Employee Turnover, Reference no. 615-038-1, The Case Centre	
Pedagogy	Case study/ Lecture/ Breakout Group Activity.	
Session 27	Group Presentations and Assessment	11, 12
Objective of the session	Group Presentations	
Subtopics to be covered	N.A.	
Readings	N.A.	
Case Title & Number	N.A.	
Pedagogy	Assessment	

Session 28	Group Presentations and Assessment	11, 12
Objective of the session	Group Presentations	
Subtopics to be covered	N.A.	
Readings	N.A.	
Case Title & Number	N.A.	
Pedagogy	Assessment	
Session 29-30	Reading & Revision Week/ Examination Week*	N.A.
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in