



**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	Personality and Individual Dynamics
Core or Elective	Elective
Program and Batch	BBA – 3 rd /4 th Year Elective
Semester & Academic Year	Spring 2026
Credits	3
Discipline/Area	Organizational Behavior and Human Resource Management
Name of the Faculty Member/Course Instructor	Chandraketan Sahu
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

This course offers a reflective exploration of the individual in relation to self, others, and the social world. The course begins with foundational concepts of self and interpersonal behavior, and progressively engages with deeper psychological, cognitive, and emotional processes that shape human action in socio-organizational contexts. Drawing on classical and contemporary perspectives—from Freud, Jung, and Karen Horney to Carl Rogers and modern cognitive theorists—the course integrates psychoanalytic, humanistic, and behavioral approaches. It combines conceptual learning with experiential components such as FIRO-B and Johari Window exercises, enabling participants to connect theory with lived experience.

The course further examines language, memory, emotion, morality, and mental health, before extending into broader socio-cultural and philosophical domains across various religious traditions. This progression reflects a holistic understanding of behavior, aligned with contemporary organizational scholarship that foregrounds cognition, affect, and context. The objective of this course is to cultivate intellectual depth and self-awareness, equipping participants to critically interpret and navigate the complexities of human behavior within and beyond organizational settings.

Course Learning Objectives

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

1. CLO1- Critically analyze individual behavior using major psychological frameworks, including psychoanalytic, humanistic, and cognitive perspectives.
2. CLO2 - Interpret interpersonal dynamics and self-concept through structured tools such as FIRO-B and the Johari Window, and relate these insights to organizational contexts.
3. CLO3 - Evaluate the role of cognition, language, memory, and emotion in shaping decision-making and social interaction.
4. CLO4 - Assess ethical reasoning, social influence, and mental health issues, along with their implications for individual functioning and organizational life.
5. CLO5 - Synthesize insights from psychological and religious traditions to develop a holistic and contextually grounded understanding of human self.

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
PLO 3, PLO 4,	PCG 1	A1, A2
PLO 5, PLO 6,	PCG 2	A1, A3, A4
PLO 9, PLO 10,	PCG 3	A2, A3, A4

Evaluation Schema – Continuous Assessment

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	All Weeks	PLO 3, PLO 4, PLO 5, PLO 6
A2 : Quizzes	20%	Individual	Surprise as well as Announces quizzes	PLO 4, PLO 5, PLO 9, PLO 10,
A3 : Individual Assignment	20%	Individual	Second half of the Course	PLO 5, PLO 6, PLO 9, PLO 10,
A4 : Final Project – Autobiography	50%	Individual	Iterative – Modules start getting submitted by week 3	PLO 3, PLO 4, PLO 5, PLO 6, PLO 9, PLO 10,

Description of Assessments:

This course is assessed continuously, and the outlined assessment tasks are designed to reinforce learning through experiential exercises and their application across diverse contexts. Given that personality and individual behavior are inherently dynamic, subjective, and deeply embedded in lived experience, continuous assessment enables iterative reflection, feedback, and development rather than one-time evaluation. It allows students to progressively engage with complex psychological constructs, internalize theoretical insights, and relate them to their own behavioral patterns and interpersonal interactions. Such an approach also accommodates the developmental nature of self-awareness, which evolves through sustained engagement, introspection, and dialogue. By integrating reflective writing, class participation, applied exercises, and presentations, continuous assessment fosters deeper cognitive processing and personal meaning-making.

A1: Class Participation

Class participation constitutes a critical component of the learning process in this course. Students are expected to actively engage in discussions, contribute thoughtfully to classroom dialogue, and demonstrate preparedness through prior reading and reflection. Given the introspective and discussion-driven nature of the course, quality

of engagement—rather than mere frequency—will be emphasized, including the ability to connect theoretical concepts with personal insights and peer perspectives.

A2: Quizzes

Periodic quizzes will be conducted to assess students’ understanding of key concepts, theories, and readings. These are designed not only as evaluative tools but also as mechanisms to reinforce continuous learning and conceptual clarity across different modules of the course.

A3: Individual Assignment

Students will undertake an individual analytical assignment that involves interpreting a personally meaningful cultural artifact (such as a novel, film, poem, or lyric). The assignment requires students to apply course concepts to analyze the themes, psychological underpinnings, and personal significance of the chosen work, culminating in a structured presentation.

A4: Final Project – Autobiography

The final project submission involves writing an autobiographical narrative accompanied by a critical self-analysis. Students have to write this autobiography in at least 15000 words that reflects on their formative life experiences, career goals, and examine various themes in his/her life and their causes and consequences. This assignment is intended to facilitate deep self-reflection, enabling students to examine formative experiences, behavioral patterns, and underlying psychological themes through the lens of theories covered in the course.

Rubrics for Assessments

A1: Class Participation (10%) – Individual

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Poor (D/F)
Quality of Engagement	Consistently contributes insightful, original, and theory-linked perspectives; advances discussion	नियमित and relevant contributions; some linkage to theory	Occasional participation; largely descriptive	Minimal or no meaningful participation
Preparedness & Reflection	Demonstrates thorough preparation and deep reflection on readings and exercises	Shows preparation with moderate reflection	Limited evidence of preparation	Unprepared
Integration of Personal Insight	Effectively connects personal experiences with conceptual frameworks	Some connection between experience and theory	Superficial or generic connections	No integration of personal insight
Responsiveness to Peers	Actively builds on and constructively engages with peers’ ideas	Engages with peers occasionally	Limited peer engagement	No engagement with peers

A3: Individual Assignment

Criteria	Excellent	Good	Satisfactory	Poor
Analytical Depth	Demonstrates nuanced, multi-layered analysis integrating multiple theoretical perspectives	Good analysis with some theoretical integration	Basic or descriptive analysis	Superficial or anecdotal
Theoretical Application	Seamlessly applies course concepts to interpret the artifact	Applies relevant concepts with some gaps	Limited or inconsistent application	No meaningful theoretical grounding
Structure & Coherence	Logically organized, well-structured, and fluent writing	Mostly coherent with minor issues	Some structural inconsistencies	Disorganized and difficult to follow
Originality & Insight	Highly original interpretation with strong personal and intellectual insight	Some originality and insight	Limited originality	Lacks insight

A4: Final Project – Autobiography – Individual

Criteria	Excellent	Good	Satisfactory	Poor
Depth of Self-Reflection	Profound, critical, and transformative reflection on life experiences and identity	Strong reflective engagement with meaningful insights	Moderate reflection; largely descriptive	Superficial narration without reflection
Thematic Analysis	Identifies and critically examines multiple life themes, causes, and consequences	Identifies key themes with some analysis	Limited thematic exploration	No clear thematic analysis
Integration of Theory	Deep and consistent integration of psychological theories across the narrative	Good linkage to theory with some gaps	Occasional or weak theoretical references	No integration of theory
Coherence & Narrative Quality	Highly coherent, compelling, and well-articulated narrative (15000+ words effectively structured)	Generally coherent and structured	Some inconsistencies in flow and structure	Poorly structured and difficult to follow
Ethical & Social Awareness	Demonstrates high sensitivity to ethical dilemmas, social contexts, and interpersonal dynamics	Shows awareness with moderate depth	Basic acknowledgment of issues	Lacks awareness or sensitivity
Effort & Iterative Development	Evidence of sustained effort, revision, and progressive refinement across submissions	Good effort with some refinement	Limited revision or improvement	Minimal effort; no development over time

Teaching Method

This course adopts a blended and reflective pedagogical approach that integrates conceptual learning with experiential engagement. Interactive lectures introduce key psychological and organizational frameworks, providing a strong theoretical foundation while encouraging critical discussion. A central emphasis is placed on experiential learning. Tools such as FIRO-B and the Johari Window, along with structured in-class exercises, are used to facilitate self-awareness and connect theory with personal experience. Multimedia elements, including films such as *A Beautiful Mind*, further help contextualize abstract concepts within real-world narratives. A distinctive component of the course is its emphasis on structured self-reflection. Students will engage in an autobiographical exercise accompanied by a reflective self-analysis, aimed at fostering deeper self-awareness. Additionally, participants will analyze a personally meaningful cultural artifact (such as a novel, or a film, or a collection of three poems/ lyrics of songs) and present their interpretations toward the end of the course.

Textbook / Other Readings

Textbook: : Personality and Personal Growth - Book by James Fadiman and Robert Frager

Additional Text :

1. **Personality: Classic Theories and Modern Research, 7th edition : Pearson Book by Howard S. Friedman and Riverside Miriam W. Schustack**
2. **The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006**

- **Other readings are available in lecture details and shall be provided during the course.**

Session Plan

Session Details		PLOs Covered
Session 1	Introduction	9,10
Objective of the session	Introduction to the Course	
Subtopics to be covered	Introduction/Expectations and Clarifications regarding the course Individual Psychology and Organizational Behavior	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 2	Self	
Objective of the session	Understanding Interpersonal self - Fundamental Interpersonal Relations Orientation	
Subtopics to be covered	Administration of FIRO B	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Experiential Learning	
Session 3	Personality	9,10
Objective of the session	Psychoanalytic Aspects of Personality - I	
Subtopics to be covered	History of Psychoanalysis - Freud and CG Jung	
Readings	Chapter 1 SIGMUND FREUD AND PSYCHOANALYSIS	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 4	Personality	9,10
Objective of the session	Psychoanalytic Aspects of Personality - II	
Subtopics to be covered	Analytical Psychology Theory of Carl Gustav Jung	
Readings	Chapter 2 CARL GUSTAV JUNG AND ANALYTIC PSYCHOLOGY	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 5	Personality	9,10
Objective of the session	Psychoanalytic Aspects of Personality - III	
Subtopics to be covered	Analytical Psychology Theory of Carl Gustav Jung	
Readings	Chapter 2 CARL GUSTAV JUNG AND ANALYTIC PSYCHOLOGY	
Case Title & Number	NA	
Pedagogy	Lecture	

Session 6	Personality	3,4,9
Objective of the session	Humanistic Psychoanalysis Theory of Karen Horney – I	
Subtopics to be covered	Neo-Analytic Perspective Feminine Psychology	
Readings	Chapter 4 KAREN HORNEY AND HUMANISTIC PSYCHOANALYSIS	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 7	Personality	3,4,9,10
Objective of the session	Humanistic Psychoanalysis Theory of Karen Horney – II	
Subtopics to be covered	Mature Theory	
Readings	Chapter 4 KAREN HORNEY AND HUMANISTIC PSYCHOANALYSIS	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 8	Personality	6,10
Objective of the session	Class exercise on Reflection of Self	
Subtopics to be covered	Exercise on JOHARI window	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 9	Consciousness	5,9
Objective of the session	Consciousness of the Present and Past - Language and Memory - I	
Subtopics to be covered	How we communicate? Components of Language	
Readings	Pinker, Steven. "The Language Instinct: How the Mind Creates Language." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 97-107	
Case Title & Number	NA	
Pedagogy		
Session 10	Consciousness	6,9,10
Objective of the session	Consciousness of the Present and Past - Language and Memory - II	
Subtopics to be covered	Language and Memory	
Readings	Baker, Mark C. "The Atoms of Language: The Mind's Hidden Rules of Grammar." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006.	

	pp. 108-114 Schacter, Daniel L. "Searching for Memory: The Brain, the Mind, and the Past." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 165-176	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 11	Consciousness	9,10
Objective of the session	Consciousness of the Present and Past - Language and Memory - II	
Subtopics to be covered	Senses and Experience	
Readings	Hoffman, Donald D. "Visual Intelligence: How We Create What We See." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 81-90 Hughes, Howard C. "Sensory Exotica: A World Beyond Human Experience." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 91-95	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 12	Guest Lecture - I	9,10
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	TBD	
Session 13	Consciousness	9,10
Objective of the session	Emotion and Reason: Evolution and Rationality - I	
Subtopics to be covered	The Limits of Rationality	
Readings	Pinker, Steven. "How the Mind Works." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 39-44	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 14	Consciousness	3,4,9
Objective of the session	Emotion and Reason: Evolution and Rationality - II	
Subtopics to be covered	"Attraction, Love and Hate - Sternberg's Triangular Theory Why do we Love whom we love?"	

Readings	Ekman, Paul. "Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 245-254	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 15	Consciousness	10
Objective of the session	Revision, Reflection and the Road Ahead	
Subtopics to be covered	Class Quiz - I	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Quiz	
Session 16	Self and others	6,9,10
Objective of the session	Carl Rogers and the Person-Centered Perspective – I	
Subtopics to be covered	The Self as a Process	
Readings	Chapter 11 CARL ROGERS AND THE PERSON-CENTERED PERSPECTIVE	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 17	Self and others	3,6,9
Objective of the session	Carl Rogers and the Person-Centered Perspective - II	
Subtopics to be covered	Person Centered Therapy	
Readings	Chapter 11 CARL ROGERS AND THE PERSON-CENTERED PERSPECTIVE	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 18	Self and others	3,4,9,10
Objective of the session	Person and the People's World - I	
Subtopics to be covered	Morality, Ethics, and Individual Decision Making Moral Reasoning and Moral Judgments;	
Readings		
Case Title & Number	Videos on Milgram's Work in the Context of Morality; Forces for Evil and Good	
Pedagogy	Lecture	
Session 19	Self and others	4,9,10
Objective of the session	Person and the People's World – II	
Subtopics to be covered	Aspects of the Self and Connections between People Social-Cognitive, Existential, and Positive Aspects of	

	Personality	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 20	Self and others	4,9,10
Objective of the session	Person and the People's World - III	
Subtopics to be covered	"Person—Situation Interactionist Aspects of Personality Male Female Differences"	
Readings	Cialdini, Robert B. "Influence: The Psychology of Persuasion." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 265-272	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 21	Mental Health and Coping Mechanisms	3,4,9
Objective of the session	Stress, Adjustment, and Mental Health – I	
Subtopics to be covered	Assessing Mental Disorders	
Readings	Sapolsky, Robert M. "Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress-Related Diseases, and Coping." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 223-232	
Case Title & Number	Movie - A Beautiful Mind	
Pedagogy	Lecture, Video	
Session 22	Mental Health and Coping Mechanisms	3,4,9,10
Objective of the session	Stress, Adjustment, and Mental Health – II	
Subtopics to be covered	Identifying Mental Illness	
Readings	Nasar, Sylvia. "A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 343-348 Jamison, Kay Redfield. "An Unquiet Mind: A Memoir of Moods and Madness." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 349-357	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 23	Mental Health and Coping Mechanisms	3,9,10
Objective of the session	Stress, Adjustment, and Mental Health – III	
Subtopics to be covered	Disorders and Therapy	
Readings	Kramer, Peter D. "Listening to Prozac: A Psychiatrist Explores Antidepressant Drugs and the Remaking of the Self." In The	

	Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 366-379 Beck, Aaron T. "Cognitive Therapy and the Emotional Disorders." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 380-386	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 24	Mental Health and Coping Mechanisms	3,4,9
Objective of the session	Individual and the Religious Traditions - I	
Subtopics to be covered	Culture, Religion, and Ethnicity: Processes and Differences	
Readings	Chapter 13 YOGA AND THE HINDU TRADITION Chapter 14 ZEN AND THE BUDDHIST TRADITION Chapter 15 SUFISM AND THE ISLAMIC TRADITION	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 25	Mental Health and Coping Mechanisms	3,4,9,10
Objective of the session	Individual and the Religious Traditions – II	
Subtopics to be covered	Religious Traditions – Yoga, Zen, and Sufism	
Readings	Chapter 13 YOGA AND THE HINDU TRADITION Chapter 14 ZEN AND THE BUDDHIST TRADITION Chapter 15 SUFISM AND THE ISLAMIC TRADITION	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 26	Revision	6,10
Objective of the session	Revision, Reflection and Application	
Subtopics to be covered	Class Quiz – II	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Quiz and Reflections on Autobiography	
Session 27	GL	9,10
Objective of the session	Guest Lecture - II	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
Session 28		5,6,10

Objective of the session	Conclusion : Happiness - The search for a Good Life	
Subtopics to be covered	Student Experiential Presentations	
Readings	Csikszentmihalyi, Mihaly. "Flow: The Psychology of Optimal Experience." In The Norton Psychology Reader. Edited by Gary Marcus. New York: W. W. Norton & Company, 2006. pp. 210-222	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 29		
	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
Session 30		
	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

*Elective Endterm Examinations may take place in the last week of classes.

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

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.