



**O.P. Jindal Global University**  
A Private University Promoting Public Service



**Jindal School of  
Psychology & Counselling**  
India's First Transdisciplinary Psychology School

## **Positive Organizational Psychology PCCU-02-BAP-POPY2061**

**JSPC B.A. (Hons.)  
School-specific Elective  
Fall Semester 2026**

### **Course Information**

Course Duration: 15 weeks

Credit Points: 4 (60 hours of instruction)

### **Course Instructors**

**Instructor:** Dr. Kannu Priya Kamboj

#### **Bio-Profile of the Instructor:**

Dr. Kannu Priya Kamboj completed her doctoral studies at the Indian Institute of Technology Roorkee (India) in January 2022. Her research focused on the applicability of Job Demand-Resource Theory resulting in Psychological Capital at work. This work also explored the role of 'Meaningful Work' in the organizational processes interplaying to contribute to Psychological Capital formation. Her areas of interest are workplace mental health, work and family studies, positive organizational scholarship/behavior, human resource management, entrepreneurial psychology, future of work, educational management, teacher-student dynamics, positive mental health, millennials in India, social and emotional learning and development, and traumatization/trauma studies. As a researcher, she is concerned about the work and family interactions and dynamics, especially for the millennial population in diverse work contexts, and devising mechanisms to help improve the working conditions of different professionals.

**Email:** [kannup.kamboj@jgu.edu.in](mailto:kannup.kamboj@jgu.edu.in)

#### **Office hours**

On appointment basis (Online only Mode)

### **1. Course Description**

This course offers a deep exploration of Positive Organizational Psychology, focusing on the development and application of human strengths in the workplace. Grounded in psychological and organizational theory, the course emphasizes the real-life manifestation of core POB constructs such as psychological capital (hope, efficacy, resilience, and optimism), work engagement, emotions, and strengths-based leadership. Through experiential learning, case studies, reflective exercises, and workplace simulations, students will not only understand the theoretical foundations of POB but also apply them to enhance individual and organizational well-being, performance, and positive change. The course is designed to

bridge the gap between academic theory and workplace practice, preparing students to become change agents in creating thriving work environments.

**Pre-requisites for this course:** Interest in Organizational Behavior & Workplace Mental Health.

## 2. Course Learning Objectives (Aims)

<b>Course Intended Learning Outcomes</b>	<b>Teaching and Learning Activities</b>	<b>Assessments and Activities</b>
Apply POB concepts to real-world organizational scenarios to improve leadership, team dynamics, and flourishing individuals.	Class instruction & Readings	Individual Conceptual Evaluation & In-class essay writing
Design interventions that foster positive work environments, employee engagement, and constructive organizational change.	In-class activities & Engagement in Office Hours	In-class essay writing & Live Group Problem-solving activity (in-class)
Critically evaluate theories and research in POB	Readings Class Instruction In-Class activities	Live Group Problem-solving activity & End-term Assessment

## 3. Scheme of Evaluation and Grading

### **Evaluation breakup (70:30 assessment criteria)**

<b>Type of Assessment</b>	<b>Weightage</b>
Class Participation & Office Hours Engagement	10%
Individual Conceptual Evaluation	20%
In-class essay writing	20%
Live Group Problem-solving activity (in-class)	20%
End-term Assessment (closed book sit-in exam)	30%

### **Individual Conceptual Evaluation – 20%**

The viva-voice examination in Positive Organizational Behavior is designed to assess students' conceptual understanding, applied insight, and oral communication skills in relation to key course themes. Through structured questioning, students are expected to explain major constructs such as psychological capital, resilience, optimism, hope, self-efficacy, engagement, and positive leadership, while also demonstrating their relevance to real organizational contexts. The assessment emphasizes clarity of thought, analytical ability, critical reflection, and the capacity to connect theory with workplace practice. It also evaluates students' confidence in verbal expression and their ability to respond thoughtfully to conceptual, comparative, and case-based questions.

### **In-class essay writing – 20%**

The in-class essay writing assessment in Positive Organizational Behavior is designed to evaluate students' depth of understanding, critical thinking, and written articulation of key concepts covered in the course. Through time-bound essay responses, students are expected to

explain, analyze, and integrate major themes such as psychological capital, resilience, optimism, hope, self-efficacy, engagement, positive emotions, and positive leadership in organizational settings. The assessment emphasizes conceptual clarity, coherence of argument, application of theory to workplace situations, and the ability to develop thoughtful, well-structured academic responses. It also assesses students' interpretive skills, originality of insight, and capacity to critically engage with the practical relevance of POB.

**Live Group Problem-solving activity – 20%**

The live group problem-solving assessment in Positive Organizational Behavior is designed to evaluate students' collaborative thinking, applied understanding, and ability to use POB concepts in addressing realistic organizational challenges. Working in groups, students are expected to analyze a given workplace scenario, identify relevant issues, and propose practical solutions using ideas such as psychological capital, resilience, optimism, hope, self-efficacy, engagement, positive leadership, and employee wellbeing. The assessment emphasizes teamwork, problem analysis, constructive dialogue, and evidence-based application of theory to practice. It also assesses students' interpersonal effectiveness, clarity of reasoning, collective decision-making, and ability to respond thoughtfully and creatively under time-bound classroom conditions.

**Class Participation & Office Hours Engagement – 10%**

In-class, group activities, discussion, communication and presentation through interactions, collaborative teamwork, and reflections in relation to the assignments shall significantly impact on the marks for class participation. To ensure the supervised learning and acquisition of the skills taught in class, attending at least one office hour (individually/ in group) fortnightly shall be undertaken.

**End-term Examination – 30%**

It will be a closed book sit-in examination based on the practical application of the concepts taught in class. The exam shall contain case-based questions (both short and long answer type).

*Note: There will be no make-up assignment or submission for either of the internal assessments.*

**Grade Definition**

Grade	Percentage of Marks	Grade Value	Grade Description
<b>O</b>	80% and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and critical and analytical ability.
<b>A</b>	70 - 74.75%	7	<b>Very Good:</b> Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyse existing material and originality in thinking.

<b>A-</b>	65 - 69.75%	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>B+</b>	60 - 64.75%	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>B</b>	55 - 59.75%	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>B-</b>	50 - 54.75%	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>P1</b>	45 - 49.75%	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>F</b>	Below 40%	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Requires student to repeat the course.
<b>P/F</b>	Pass / Fail		<b>Pass or Fail:</b> Pass is awarded with a final grade of 40% or above. Fail reserved for final grade below 40%. This option is only available for semesters taught online (covid).
<b>I</b>	Incomplete		<b>Incomplete:</b> Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work, or a supplementary examination.

#### **4. Academic Integrity**

##### **Classroom Punctuality and Conduct**

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. The classroom is a place for free expression and critical thinking—students must respect opinions expressed and actively participate in classroom discussions.

##### **Participation and Attendance Policy**

This course covers a lot of detailed information. There is no way to get a good grade without attending class. Students with less than 75% attendance will not pass this course.

##### **Phone Usage**

Phones are not allowed during classroom hours. Use of phones by students may result in their removal by course instructor. Repeated violations may result in academic discipline.

##### **Plagiarism**

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your own work is a violation of academic integrity and all reported cases will be investigated for potential disciplinary action.

##### **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 well-being. 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](mailto:disabilitysupportcommittee@jgu.edu.in)

### **Mental Health Services**

The Centre for Wellness and Counselling Services (CWCS) provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress—be it personal, academic, social, or career related—CWCS has a competent and well-qualified group of counsellors available for consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in). Another option for virtual therapy sessions, in case of delayed response due to crowding for in-person sessions, is available via [www.yourdost.com](http://www.yourdost.com) using your institutional email id. They provide free of cost therapy to the JGU community, and you may log-in and avail their services anytime.

### **Safe Space Pledge**

This course may discuss a range of issues and events that might result in distress or provoke strong emotional responses in some students. To make sure that all students collectively benefit from the course, it is incumbent everyone maintain respect towards one another. This does not mean that you must feel restrained about what you feel and say—rather, it is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

### **Student Responsibilities**

Students enrolled in this course are expected to:

1. Read all specified units in the textbook by the dates indicated.
2. View/download class materials (PDFs) as you read the assigned chapters.  
*(Assigned chapters/pages listed under each scheduled session should be read or viewed prior to attempting any assignments or assessments for each unit).*
3. Start working on assignments well in advance so that you get enough time for editing them.

4. Complete and electronically submit all assignments by the date listed on the syllabus. Late submissions will not be accepted. No exceptions, please. However, students with medical emergencies can be allowed to do the late submission but at the sole discretion of the course instructor.

## 5. Course Material

*Note: Students will be given topic specific readings before the week begins. Following are the reference books beyond the curriculum to act as a supportive material especially in executing their projects/ assignments, and for future reference.*

Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill Education.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Cameron, K. S., & Spreitzer, G. M. (Eds.). (2012). *The Oxford handbook of positive organizational scholarship*. Oxford University Press.

Nelson, D. L., & Cooper, C. L. (Eds.). (2007). *Positive organizational behavior*. Sage Publications.

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. Berrett-Koehler Publishers.

## 6. Session Plan

Week(s)	Topic	Sub-themes	Pedagogy
Week 1	Introduction to Positive Organizational Behaviour	<ul style="list-style-type: none"> <li>- Definitions &amp; foundations of POB</li> <li>- Evolution from traditional OB to POB</li> <li>- Positive psychology versus positive organizational scholarship</li> <li>- key theorists: Luthans, Seligman, Fredrickson</li> </ul>	Lecture & group discussion
Week 2	The psychological capital framework	<ul style="list-style-type: none"> <li>- Hope</li> <li>- Efficacy</li> <li>- Resilience</li> <li>- Optimism</li> <li>- Case-based discussion</li> </ul>	Lecture & real-life case-based discussion
Week 3-4	Work Engagement & Flow  <b>In-class Essay writing (Assessment - 1)</b>	<ul style="list-style-type: none"> <li>- Components of work engagement</li> <li>- Flow at work: conditions &amp; outcomes</li> <li>- Building engaged teams</li> </ul>	Lecture & group activity
Week 5	Positive Leadership	<ul style="list-style-type: none"> <li>- Authentic leadership</li> <li>- Servant leadership</li> </ul>	Lecture & group discussion

		<ul style="list-style-type: none"> <li>- Transformational leadership with a positive lens</li> <li>- Leader-member exchange with a positive context</li> </ul>	
Week 6 – 7	Positive Emotions & Affective Climate	<ul style="list-style-type: none"> <li>- Broaden-and-build theory</li> <li>- Emotional contagion in teams</li> <li>- Gratitude, compassion &amp; empathy at work</li> <li>- Group activity: Designing ‘gratitude intervention’ at work.</li> </ul>	Lecture & group activity
Week 8 – 9	Organizational Virtuousness  <b>Individual Conceptual Evaluation in-class (Assessment – 2)</b>	<ul style="list-style-type: none"> <li>- Forgiveness, trust, integrity, and compassion</li> <li>- Ethical decision-making in positive culture</li> <li>- Cultivating virtuous cycles in organizations</li> </ul>	Lecture & group activity
Week 10 – 11	Meaningful work and purpose	<ul style="list-style-type: none"> <li>- Meaning centred leadership</li> <li>- Work as a calling versus career versus job</li> <li>- Designing work for meaning</li> </ul>	Lecture & classroom activity (independent reflective work)
Week 12	Resilience and well-being programs	<ul style="list-style-type: none"> <li>- Stress &amp; burnout versus resilience</li> <li>- Building personal and team resilience</li> <li>- Mindfulness, well-being policies &amp; positive interventions</li> </ul>	In-class group activities & role-play
Week 13 – 14	<b>Live Group Problem Solving Assignment (Assessment – 3) &amp; Feedback Sessions</b>		
Week 15	Revisions & Feedback		