



PSYCHOLOGICAL ASPECTS OF DOING BUSINESS

Course Instructor: Iryna Soroka

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

SPRING SEMESTER 2026

Faculty Contact: Dr. Iryna Soroka

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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: PSYCHOLOGICAL ASPECTS OF DOING BUSINESS	
Course Code	BE-E-0047
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:

The course “**Psychological aspects of doing business**” combines the science of human behaviour with experience of the world of work to attain effective and sustainable performance for both individuals and organizations. It embraces both theory and practice. The behaviour and actions of people at work and activities of an organization are directed towards the attainment of certain aims. Setting personal and professional goals with the help of GROW model is one of the practical tasks of this course. The way an organization manages its people impacts on its activity. That is why the following topics were included into the course: Job satisfaction and work performance, Motivation and rewards. Globalization has tremendously influenced on the ways of doing business, therefore the attention in this course is also paid to cross-cultural management. People have to understand and learn how to overcome challenges of working across cultures and in virtual teams. Constantly and rapidly changing world of the XXI century demands from employees to possess certain soft and hard skills which are both introduced as well as practiced (e.g. critical thinking, creativity, communicating, collaborating) within the frame of this course. Individual diversity, leadership, work/life balance, time, stress, conflict and change management, business protocol and other themes are covered in the course “Psychological aspects of doing business”.

Course Intended Learning Outcomes:

By the end of the course the students will be able to:

- compare the roles of managers and leaders;
- create and demonstrate team building activities;
- present a corporate culture of a chosen company;
- set and present GROW goals;
- debate on intrinsic and extrinsic motivation;
- evaluate work/life balance;
- resolve conflicts in case studies;
- implement ready tools and develop their own strategies to manage time, stress and burnout;
- produce their group presentations.

Course Format

The course will be majorly taught using class discussions, debates, videos, presentations, role plays and readings. The evaluations will include in-class activities, individual and group presentations, written assignments, case studies, quizzes.

Percentage breakdown of Grade:

30% for Internal Quizzes (2x15)

25% for Classroom assignments

15% for Presentations*

30% End Semester Exam (Closed book and timed)

(*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

Module	Lesson	Classroom activity	Readings
Module 1 Week 1	Individual diversity EQ versus IQ. Multiple intelligence.	Lecture with discussion Tool Know your EQ test (Know Your EQ: Emotional Quotient Test) developed by Dr D Singh & Dr NK Chadh	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (pp.132-136).
Module 1 Week 2	Balance of soft & hard skills. Generation Z at work.	Lecture with discussion Group project: 4Cs	Stillman, D. & Stillman, J. (2017). Generation Z at work. HarperCollins Publishers. 309 p.
Module 2 Week 3	Teams and leadership Managers versus Leaders. IMAGE of a leader.	Lecture with discussion Video discussion What is Leadership?	What is Leadership? What makes a great leader? Robin Sharma. Retrieved online: https://www.youtube.com/watch?v=MwquSk4i4Mg Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (301; 317; 325; 343).
Module 2 Week 4	Team building. Virtual teams.	Lecture Video discussion 5 Tips for Leading a Remote Team Brian Tracy Presenting team-building activity	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (301; 317; 325; 343). https://www.youtube.com/watch?v=C1egRgP6YN4
Module 3 Week 5	Work motivation & Job satisfaction People needs. Intrinsic/Extrinsic motivation. Work/life balance.	Lecture Video discussion “Importance of Work Life Balance”	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (pp. 190; 112-113). https://www.youtube.com/watch?v=kTqSc8QBivI
Module 3 Week 6	Setting GROW goals.	Discussion Presenting personal / professional goals using GROW model	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (pp. 190; 112-113; 245).
Module 4 Week 7	Self-management Managing time	Lecture with discussion Presenting urgent/ important tasks with the help of Time management matrix Video discussion Jar Of Life - Put IMPORTANT Things	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd. (pp. 104-110; 144; 480). https://www.youtube.com/watch?v=6_Nuvq41Pg

		FIRST!	
Module 4 Week 8	Stress management. Managing burnout in the workplace.	Lecture, Case presentation and discussion Role play	Jain, A. (2019). Burnout: beat fatigue to thrive in an overworked world. Penguin Random house India. 298 p.
Module 5 Week 9	The nature of organizational behaviour Corporate culture	Lecture, discussion Video Presenting corporate culture of the company of student's choice	https://www.youtube.com/watch?v=gficoigzLxs
Module 5 Week 10	Conflict management. Discrimination in the workplace.	Discussion will be facilitated by the use of specific case study. Discussing videos	Discrimination in the workplace https://www.youtube.com/watch?v=w8IJr27jF14 Tool (Organizational Climate Scale (OCS) Dr. C.N. Daftuar
Module 6 Week 11	Economic Psychology Psychology of money	Lecture & Discussion, video	Housel, M. (2020). The psychology of money. UK: Harriman House Ltd. Kiyosaki, R. T. (2017). Rich dad poor dad (2nd ed.). Plata Publishing https://www.youtube.com/watch?v=eDa1U9qJKxo
Module 7 Week 12	Corporate ethics. Codes of business conduct	Lecture, case analysis, Discussion	Gesteland, R. (2003). <i>Cross-cultural business behaviour</i> . Denmark: Copenhagen Business press school.
Module 8 Week 13	Business protocol. Cross-cultural management. Patterns of international business etiquette. Culture shock.	Lecture, case analysis, Discussion Video	Gesteland, R. (2003). <i>Cross-cultural business behaviour</i> . Denmark: Copenhagen Business press school. (pp. 83-95). Brian J. Hurn and Barry Tomalin (2013). <i>Cross-Cultural Communication: Theory and Practice</i> . Hampshire: Palgrave Macmillan (pp. 111-123). https://www.youtube.com/watch?v=z5EEz_R_RiE
Module 9 Week 14	Change management Change management & Change leadership.	Students' presentations and discussions	Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10 th ed. New Delhi: Pearson India Education Services Pvt. Ltd.
Week 15		Exam (Closed book and timed)	

Assignments

Assignment 1: Creating and demonstrating a team building activity – Linked to Learning Outcome 2

You will work in groups of 3-4, design a team-building activity and demonstrate with the whole class. The participants will give each group constructive feedback on usefulness of the activity for their team (evaluating engagement, logic, even fun).

Assignment 2: Setting GROW goals – Linked to Learning Outcome 4

You will set either personal or professional goal using a GROW model tool (Goal, Reality, Options & obstacles, Way forward/ Will). You will be presenting your goals in front of the class.

Assignment 3: Time management matrix – Linked to Learning Outcome 8

You will learn how to set priorities to your activities, assignments. With the help of the Matrix, you will present urgent & important, urgent and not important, not urgent and important, not urgent and not important activities from your to do list.

Assignment 4: Role play. How to manage stress & burnout – Linked to Learning Outcome 8

You will read a case. Based on the case you'll get a task to prepare a role play, where one student is the psychologist, and the second student is a person having some problems who needs counselling.

Assignment 5: Group project and Power Point presentation – 15% - Linked to Learning Outcome 9

During the course you will be researching a definite theme. You will work in groups of 4, collecting, organising and presenting the material in the form of a ppt. The list of the topics will be suggested in the beginning of the course.

Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the student's responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

Reading List:

Gesteland, R. (2003). Cross-cultural business behavior. 4th ed. Denmark: Copenhagen Business School Press. (pp. 83-93).

Housel, M. (2020). The psychology of money. UK: Harriman House Ltd.

Jain, A. (2019). Burnout: beat fatigue to thrive in an overworked world. Penguin Random house India. 298 p.

Kiyosaki, R. T. (2017). Rich dad poor dad (2nd ed.). Plata Publishing.

Maslach, Ch. (2006). Understanding job burnout. [Chapter 4, pp. 37-51]. Retrieved online:

https://www.researchgate.net/publication/285167294_Understanding_job_burnout/link/57bb97be08ae08f0f452dd/download

McConnon, Sh. & M. (2008). Conflict management in the workplace. Oxford: How to books Ltd. [Chapter 7].

Mullins, L. J. (2005). Management and organisational behaviour. 7th ed. Edinburgh: Pearson Education Limited.

Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10th ed. New Delhi: Pearson India Education Services Pvt. Ltd.

Stillman, D. & Stillman, J. (2017). Generation Z at work. HarperCollins Publishers. 309 p.

CLASSROOM POLICIES

Professional Conduct in Classroom

Developing professionalism means arriving on time to the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student of this course you are expected to integrate these skills into your daily behaviour as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviours such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

Attendance Policy

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause a disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for their absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Punctuality

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will be denied entry. Both late comers and early departures disrupt the learning environment and would be penalized. A student who might feel like that they might be late for a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for the same.

Respectfulness

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

Electronic Devices

Electronic devices such as laptops, headphones, mobile phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

Notes on Plagiarism

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

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! It is necessary to cite all material that is not the student's original work. 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. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

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 [s](#). 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