

**UNIVERSITY OF**  
VISION  
STRATEGY  
OPPORTUNITY  
**WESTMINSTER** 

## **WESTMINSTER BUSINESS SCHOOL**

**Module Title: Applying the Tools of Positive Psychology for  
Personal and Professional Development**

**Module Code: 5WSEL020W**

**Host School of the Module: Westminster Elective in the School  
of Organisations, Economy and Society**

**Semester 2, 2021/2022**

**Module Handbook**

## MODULE TEACHING TEAM CONTACT DETAILS

Name	Room	Email
<b>Module leader:</b>		
Jenni Nowlan Student Support Hours: tbc	C183a	nowlanj@westminster.ac.uk
<b>Teaching team:</b>		
Donna Jodhan-Gall Student Support Hours: tbc	C275	D.Jodhangall@westminster.ac.uk
Harpal Dhatt Student Support Hours: tbc	Tbc	glowatwork@gmail.com

## DATES FOR YOUR DIARY

Key assignment submission and feedback return dates

Assessment and weighting:	Deadline for submission:	Method of submission:	Provisional Mark & Feedback available:	Feedback available from:
Portfolio CW1  1,000 words (25%)	<b>10<sup>th</sup> March 2022</b>  <b>Thursday 13:00 UK time Week 7</b>	Online	<b>31st March 2022</b>  <b>Thursday Week 10</b>	Blackboard
Individual reflective report CW2  3,000 words (75%)	<b>28th April 2022</b>  <b>Thursday 13:00 UK time</b>	Online	<b>19<sup>th</sup> May 2022</b>  <b>Thursday</b>	Blackboard

The dates for the return of marks and/or feedback are determined by the University's stated marking periods as given in the academic regulations.

### **The Core Texts for this module are**

Boniwell, I. and Tunariu, A. D. (2019). *Positive psychology: theory, research and applications*. Open University Press. McGraw-Hill.

Lewis S. (2011). *Positive Psychology at Work: How Positive Leadership and Appreciative Inquiry Create Inspiring Organizations*, Wiley.

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- Please note that this module handbook serves as guidance for students taking this module.
- Some minor changes related to literature and video sources, seminar activities etc. may change during the course of the module and will be communicated by the module leader
- Key information such as the module learning outcomes, the methods of assessment and assessment deadlines will not change.

**Ensure that you check the module Blackboard site and your University email regularly for announcements and updates.**

## 1. INTRODUCTION & WELCOME TO THE MODULE

Welcome to the module 'Applying the Tools of Positive Psychology for Personal and Professional Development' which is a Westminster Elective module. I hope that you will find it interesting, enjoyable and thought-provoking, on your learning journey in this semester. The Module Handbook should provide you with all essential information about the module – its main aims, learning outcomes, indicative syllabus content, the schedule of topics and sessions, assessment rationale, criteria and weightings, as well as the list of essential and further reading, to include useful journal titles.

The module is designed to help you gain the knowledge and understanding of the issues associated with different aspects of positive psychology. It draws on insights from positive psychology and explores topics such as strengths, positive well-being, flow and engagement, resilience, innovation and creativity, as well as positive organisational behaviour. It explores the nature of the discipline, and how its specific approach and tools may be applied for personal and professional development.

Some activities that are aimed at helping you with a variety of transferable skills - communication, team work, presentation and analytical skills, among others, have been included. The scope of the module will also offer opportunities to learn about yourself and others, therefore to enhance self-awareness, as well as awareness of social and ethical issues and become more of a critical and creative thinker.

I look forward to sharing with you how various tools of Positive Psychology can enhance your personal and professional development and I wish you a good luck in your studies.

Your Module Leader – Jenni Nowlan, Senior Lecturer

### Employability Link to the Module

<b>Graduate Attribute</b>	<b>How this module curriculum &amp; assessment enhances your employability</b>
<b>Critical and creative thinker</b>	Working on your personal and professional development tests your ability to critically evaluate yourself and the world around you, thus tests your ability to create novel insights with impact. This makes you prepared for employment in complex, ever-changing environments.
<b>Literate and effective communicator</b>	Working in teams in the seminars or during many co-coaching activities tests your ability for effective inter-personal oral communication. Working on individual reflective report tests your written ability

	which equips you with effective communication skills, crucial for future employment.
<b>Entrepreneurial</b>	Various activities and provided psychometric tests aid your ability to identify and solve the problems. As a result, enhanced self-awareness and self-management skills emerge, that make you work-ready.
<b>Global in outlook and engaged in communities</b>	Working on your personal and professional development within a social environment of the class and beyond, tests your ability to appreciate multiple perspectives and value diversity, to include cross-cultural sensitivity. This further helps you in understanding international traditions/practices within and beyond your subject discipline, and in a variety of future organisational settings.
<b>Socially, ethically and environmentally aware</b>	Many class activities aid your awareness of social issues, and in the light of the recent changes of working practices, this is important personal learning to take for any future application.

**Careers and Employability Service:**

<https://www.westminster.ac.uk/current-students/support-and-services/careers-and-employability-service>

**Westminster Employability Award:**

<https://www.westminster.ac.uk/current-students/employability-and-career-development/improving-your-employability/westminster-employability-award>

**Volunteering Opportunities:**

[volunteering@westminster.ac.uk](mailto:volunteering@westminster.ac.uk) | 020 3506 6112

<http://westminster.ac.uk/volunteering>

**Placement (UG):**

Between levels 5 and 6 all UG students can take a paid placement year. CV and interview preparation appointments are available from the CES (Career & Employability Service).

<https://www.westminster.ac.uk/current-students/employability-and-career-development/improving-your-employability/work-experience-and-placements>

**Westminster Business Consultants – Junior Enterprise**

<https://wbcuk.wordpress.com/>

**Engage Login:** <https://engage.westminster.ac.uk/>

**Mentoring:** Zurria Qureshi: [z.qureshi3@westminster.ac.uk](mailto:z.qureshi3@westminster.ac.uk)

## **2. MODULE AIMS, LEARNING OUTCOMES AND INDICATIVE CONTENT**

### **Module Aims**

This distinct Westminster Plus Elective module will demonstrate how utilising the transformative and empowering tools of positive psychology can enhance personal and professional well-being and contribute to success. The identification and assessment of individual strengths, perceived as the foundation for personal development and performance management will be explored, as well as a successful alignment of strengths with personal goals and their attainment. This will be complemented by an investigation of the importance of happiness (or positive well-being) in all areas of life.

Theoretical perspectives on 'flow' and 'engagement' will also be examined and techniques of coaching psychology for enhancing positivity will be practiced. This module is ideal for those students who want to develop positive strategies of resilience, innovation and creativity to achieve personal and professional growth. Students will engage with different perspectives of positive organisational behaviour, especially as they relate to developing strategies for success within a workplace environment.

### **Learning Outcomes**

On successful completion of this module you will be able to:

1. Identify the tools of positive psychology and evaluate their impact on individual performance;
2. Articulate the role of a strengths-based approach for personal and professional development;
3. Recognise the importance of motivation for goal-directed behaviour and achieving higher levels of self-awareness;
4. Analyse the key factors that contribute to positive well-being on a personal level;
5. Critically evaluate the impact of 'flow states' on engagement for achieving optimal performance;
6. Apply the tools of coaching psychology to improve both individual and organisational outcomes;
7. Demonstrate awareness of resilience learnable skills and cognitive styles and their influence on positive organisational behaviour;
8. Appreciate the significance of creativity and innovation processes for personal and professional growth

## Indicative Syllabus Content

- Positive Psychology and Optimal performance
- Working with Strengths
- Strengths Assessment
- Understanding and Working with Goals
- Happiness/positive well-being
- Flow and engagement
- Using coaching psychology to enhance positivity
- Resilience
- Innovation and creativity at work
- Positive organisational behaviour

## 3. ASSESSMENT

The University has arrangements for marking, internal moderation and external scrutiny. Further information can be found in [Section 12](#) of the Handbook of Academic Regulations, [westminster.ac.uk/study/current-students/resources/academic-regulations](http://westminster.ac.uk/study/current-students/resources/academic-regulations)

The module is assessed by:

- The **Portfolio (CW1)**, comprising of an **Essay** and **Personal and Professional Development Plan (PPDP)** which will allow students to demonstrate their knowledge and understanding of key areas of positive psychology: strengths, goal-directed behaviour and positive well-being, and impact they make on individual performance.
- The **Individual Reflective Report (CW2)**, that will allow students to demonstrate their knowledge and understanding of the flow states and engagement, use of coaching psychology tools, aspects of psychological capital (to include resilience), as well as the role of creativity and innovation for personal and professional growth.

The pass mark for the module is 40%. To pass overall, the overall total calculated from adding weighted marks in each assessment component must be 40% (If your mark for the module is between 0 – 39%, you will be required to complete one or more referral assessments and your mark for these will be capped at 40%).

Unless explicitly indicated otherwise all coursework must be submitted electronically via Blackboard. In addition to the detail given below, further information may be posted onto the Blackboard site for the module.

## **Anonymous marking**

Do NOT include your name or student number within the file name or anywhere within your submission. The submission will be subject to anonymous marking. Having logged into Turnitin the system will record your details anonymously and tutors will only see your name after the entire submission has been assessed and provisional marks have been released to all students at the same time.

## **Assessment rationale, methods and weightings**

Students' acquired learning, regarding the various topics covered in the module, will be assessed by the Portfolio with the weighting of 25%, as well as by an Individual Reflective Report with the weighting of 75%.

## **Assignments**

### **THE PORTFOLIO – 25%**

**The Portfolio (CW1)**, comprising of an **Essay** and **Personal and Professional Development Plan** will allow students to demonstrate their knowledge, understanding and critique of key areas of positive psychology: strengths (LO2), goal-directed behaviour (LO3) and positive well-being (LO4) and impact they make on individual performance (LO1). In addition, constructive feedback will allow students to deepen their learning for the second assignment.

The Portfolio should be 1,000 words (+/- 10%) excluding the title, the table of contents, references and the appendix section (to include the PDP).

Assessment deadline is Thursday, 10<sup>th</sup> March 2022.

### **THE INDIVIDUAL REFLECTIVE REPORT – 75%**

**The Individual Reflective Report (CW2)**, will allow students to demonstrate an understanding of the application of theory stemming from positive psychology to aid their personal and professional development. The topics under personal investigation will include 'flow states' (LO5), effect of coaching psychology tools (LO6), acquired levels of resilience and other aspects of psychological capital (LO7), as well as the role of creativity and innovation (LO8) for personal and professional growth. Through blended learning and tutorials students will be able to demonstrate their progression by way of integration of the topics, further critique and specific application of key areas.

Students will be expected to show a good understanding of main theories, so report should demonstrate the student's grasp, both in depth and breadth, of the key concepts of positive psychology applied to their personal and professional development.



The report should be 3,000 words (+/- 10%) excluding the title, the table of contents, abstract/executive summary, references and the appendix section.

Assessment deadline is Thursday, 28<sup>th</sup> April 2022.

The suggested format of the structured report, with appropriate headings and subheadings should be as follows:

- *Title page* (University of Westminster, Westminster Business School, Module title, Module code: 5WSEL020W, Date, Module leader's name, Title of the report, Word count, but not the student name or the student number, as it needs to be anonymous)
- *Abstract/Executive summary* (Your Executive Summary should contain a short but full summary of the report. You need to clearly state the key aims of the report, the summary of the findings and the main conclusions. Executive summaries (ES) are usually between 300 and 500 words. Please look at any academic article if you have any doubts on how to write an ES.)
- *Table of contents* (Microsoft Word can create a Table of Contents automatically)
- *Background/introduction* (Your Introduction should include the purpose and the structure of the report.)
- *Main body - Critical reflective evaluation of personal growth*
- *Conclusion & recommendations – for future implementation of your personal learning*
- *References*
- *Appendix (if any)*

General comments in relation to your style of writing: Consider carefully the structure of the paragraphs and make sure that your paragraphs are not too long. Also, please try to avoid very long sentences – consider your reader. The suggestion is to use the font – Times New Roman 12 or Arial and be consistent by using the same font throughout your report. Please use double spacing or 1.5 spacing which will make it an easy read, with inserted page numbers.

With regards to both assignments, students are required to demonstrate critical analysis of psychological theories relevant to the topic from a wide range of sources. Their analysis should demonstrate depth and the ability to synthesise and critique literature in relation to wider issues of Positive Psychology.

**Eligibility of students for an 'alternative assessment'**

There is no alternative assignment offered for this module.

### Assessment criteria

To achieve good results in this module, the evidence the students present for assessment must demonstrate that they have met all learning outcomes and assessment criteria.

### CRITERION FOR THE PORTFOLIO

<b>Criterion for the Portfolio</b>	<b>Weighting</b>
<i>Evidence of wide reading</i> <ul style="list-style-type: none"> <li>• <i>The depth and extent of knowledge and understanding of the relevant concepts and issues</i></li> <li>• <i>Well-created Personal and Professional Development Plan</i></li> </ul>	<b>50%</b>
<i>Application of relevant theory in a critically analytical manner</i> <ul style="list-style-type: none"> <li>• <i>Psychological theories relevant to the topics from a wide range of sources</i></li> <li>• <i>Depth and the ability to synthesise and critique literature</i></li> </ul>	<b>40%</b>
<i>Overall structure and presentation</i> <ul style="list-style-type: none"> <li>• <i>Good coherence and clarity of arguments</i></li> <li>• <i>Well written with good grammar and spelling</i></li> <li>• <i>Proper referencing</i></li> </ul>	<b>10%</b>

### CRITERION FOR THE INDIVIDUAL REFLECTIVE REPORT

<b>Criterion for the Individual reflective report</b>	<b>Weighting</b>
<i>Application of academic theories and concepts</i> <ul style="list-style-type: none"> <li>• <i>Range of theories used - breadth and depth of coverage</i></li> <li>• <i>Evidence of wide reading and understanding of the key topics</i></li> </ul>	<b>40%</b>
<i>Quality of self-reflection</i> <ul style="list-style-type: none"> <li>• <i>Depth of reflective analysis</i></li> <li>• <i>Critical evaluation of personal and professional growth</i></li> <li>• <i>Ability to integrate personal reflections with theoretical underpinnings</i></li> </ul>	<b>40%</b>
<i>Referencing</i> <ul style="list-style-type: none"> <li>• <i>Use of Harvard style of referencing (in-text, as well as in the list of references)</i></li> <li>• <i>Quality and quantity of references</i></li> </ul>	<b>10%</b>
<i>Structure, clarity and presentation of work</i> <ul style="list-style-type: none"> <li>• <i>Clear structure with appropriate headings and sub-headings</i></li> <li>• <i>Clarity of expression via grammar, spelling and correct punctuation</i></li> <li>• <i>Good writing style and coherence of ideas</i></li> </ul>	<b>10%</b>

### Assessment General Threshold Criteria

## **Generic Grade Descriptors at Level 5**

### **80-100**

**An outstanding piece of work: All assessment criteria have been met at an exceptionally high standard**

- Shows independent reflective thought in relation to task.
- Demonstrates exceptional critical analysis of theories, practices and frameworks.
- Analyses concepts and principles that inform the work.
- Analyses wider context and implications for practice/subject.
- Synthesises research across a range of sources.
- Demonstrates exemplary communication excellent presentation of format used.

### **70-79**

**An excellent piece of work: All assessment criteria have been met at a high standard.**

- Demonstrates critical and reflective analysis of theories, practices and frameworks from the module.
- Applies a range of competing concepts and principles.
- Analyses wider context and implications for practice/subject.
- Provides evidence of substantial research across a range of sources.
- Communicates effectively with excellent presentation of format used.

### **60-69**

**A good piece of work: All assessment criteria have been met at a good standard.**

- Analyses theories, practices and frameworks presented on the module.
- Applies key concepts and principles reflectively.
- Identifies important aspects of wider context and implications for practice/subject.
- Undertakes own research and evaluation of sources to inform enquiry.
- Communicates effectively using appropriate format and presentation.

### **50-59**

**A sound piece of work: All assessment criteria have clearly been met.**

- Uses appropriately theories, practices and frameworks presented on the module.
- Demonstrates clear understanding and reflection on key concepts and principles.
- Demonstrates limited understanding of wider context and implications for practice/subject.
- Undertakes own research to inform task/enquiry.
- Communicates work using appropriate format with some weaknesses of presentation.

### **40-49**

### **An adequate piece of work: All assessment criteria have just been met.**

- Describes accurately a range of theories, practices and frameworks presented on the module.
- Demonstrates adequate understanding of key concepts and principles.
- Undertakes additional research from sources provided within the module.
- Communicates work using appropriate format with some weaknesses of presentation.

### **30-39**

#### **FAIL: An inadequate piece of work: One or more relevant assessment criteria are not met**

- Describes theories, practices and frameworks presented on the module with some weaknesses/omissions.
- Applies key concepts/principles with some weaknesses.
- Uses a minimal amount of relevant information provided within the module.
- Communicates using appropriate format with significant weaknesses in presentation.

### **0-29**

#### **FAIL: A poor piece of work: Most of the relevant assessment criteria area not been met.**

- Describes theories, practices and frameworks presented on the module with significant inaccuracies and/or misunderstandings.
- Demonstrates omissions and very limited understanding of key concepts and principles.
- Uses insufficient/inadequate information sources.
- Communicates ineffectually with a very poor standard of presentation.

### **Referencing requirements for assignments**

Statements, assertions and ideas made in coursework should be supported by citing relevant sources. Sources cited in the text should be listed at the end of the assignment in a reference list. Any material that you read but do not cite in the report should go into a separate bibliography. Unless explicitly stated otherwise by the module teaching team, all referencing should be in **Westminster Harvard** format. If you are not sure about this, the library provides guidance (available via the library website pages).

### **Difficulties in submitting assignments on time**

If you have difficulties for reasons beyond your control (e.g. serious illness, family problems etc.) that prevent you from submitting the assignment, make sure you apply to the Mitigating Circumstances board with evidence to support your claim as soon as possible. The WBS Registry or your personal tutor can advise on this.

### **Submitting your coursework - checks**

Unless indicated otherwise, coursework is submitted via Blackboard. On the Blackboard home page for the module you will find a button on the menu called 'Submit Coursework'. Clicking this will take you to the submission link.

**At busy times the coursework submission process may run slowly. To ensure that your submission is not recorded as a late submission, avoid submitting very close to the deadline.**

To submit your assignment:

1. Log on to Blackboard at <http://learning.westminster.ac.uk>;
2. Go to the Blackboard site for this module;
3. Click on the 'Submit Coursework' link in the navigation menu on the left-hand side
4. Click on the link for the assignment;
5. Follow the instructions.

## **REMEMBER**

**It is a requirement that you submit your work in this way. All coursework must be submitted by 13:00 (UK Time on the due date).**

**If you submit your coursework late but within 24 hours or one 'working' day of the specified deadline, 10% of the overall marks available for that assessment will be deducted as a penalty for late submission, except for work which is marked in the range 30-39%, in which case the mark will be capped at the pass mark (40%).**

**If you submit your coursework more than 24 hours or more than one 'working' day after the specified deadline you will be given a mark of zero for the work in question.**

**The University's mitigating circumstances procedures relating to the non-submission or late submission of coursework apply to all coursework.**

**If you are unclear about this, speak to your class leader or module leader.**

## **4. FEEDBACK ARRANGEMENTS**

Summative written feedback on assessments will be provided online via Turn it-in on Blackboard. Feedback will indicate the reason why the work has achieved the mark awarded and identify main failings of the assessment in relation to the published assessment criteria. Feedback will be provided in a way that promotes learning and facilitates improvement. The key dates of feedback availability are listed on the inside cover of this module handbook.

## 5. USING YOUR STUDY TIME EFFECTIVELY

You have primary responsibility for your own learning. You will have a schedule of formal study where you will be working with academic staff and this is outlined later in this handbook.

Alongside your scheduled studies, your private or 'independent' study is very important. This is the time that you spend learning without direct supervision from, or contact with, a member of teaching staff and this makes up a large part of your studies. It is likely to include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and so on. Some independent study may be structured for you as a key part of your learning, but it also is the additional study you choose to undertake to further improve your learning.

To summarise, in general your study activity will break down into:

- **Scheduled contact/activity time** (such as lectures, classes, tutorials, workshops, supervisions and other-directed activities)
- **Structured independent study** (such as reading and preparing for scheduled learning activity)
- **Module and course-based wider study** (such as reading the business media, employability activities, personal tutoring activity)
- **Assessment** (working on coursework and/or preparing for and taking tests/exams)

**You should be putting in 10 hours of study time for every credit, so you should plan to commit more hours than the class time in this module in order to gain the most of your studies.**

Learning and Teaching Activity Type	Category	Hours*
Lecture	Scheduled	12
Class	Scheduled	24
Workshop	Scheduled	12
<b>Total Scheduled Contact/Activity Hours</b>		<b>48</b>
Structured independent study	Independent	50
Module and course-based general study	Independent	50
Working on and taking assignments	Independent	52
<b>Total independent study hours</b>		<b>152</b>
<b>Total Learning and Teaching Hours</b>		<b>200</b>

\* These hours are indicative only and may be subject to change. They also indicate what would be typical. Your particular study needs may vary.

If you are unclear on any aspect of making the best use of your study time on this module, speak to your class leader or the module leader.

### **Academic integrity**

**What you submit for assessment must be your own current work. It will automatically be scanned through a text matching system to check for possible plagiarism.**

Do not reuse material from other assessments that you may have completed on other modules. Collusion with other students (except when working in groups), recycling previous assignments (unless this is explicitly allowed by the module leader) and/or plagiarism (copying) of other sources all are offences and are dealt with accordingly. If you are not sure about this, then speak to your class leader.

### **University of Westminster Quality & Standards statement**

Plagiarism is a particular form of cheating. Plagiarism must be avoided at all costs and students who break the rules, however innocently, will be penalised. It is your responsibility to ensure that you understand correct referencing practices. As a University level student, you are expected to use appropriate references and keep carefully detailed notes of all your sources of material, including any material downloaded from the www.

Plagiarism is defined as submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be your own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words.

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments:

- a direct quotation from a text must be indicated by the use of quotation marks (or an indented paragraph in italics for a substantive section) and the source of the quote (title, author, page number and date of publication) provided;
- a paraphrased summary must be indicated by attribution of the author, date and source of the material including page numbers for the section(s) which have been summarised.

## **6. READING AND KEY LEARNING RESOURCES**

## Essential Reading

- Boniwell, I. and Tunariu, A. D. (2019). *Positive psychology: theory, research and applications*. Open University Press. McGraw-Hill.
- Lewis, S. (2011). *Positive Psychology at Work: How Positive Leadership and Appreciative Inquiry Create Inspiring Organizations*. Wiley

## Further reading

- Arakawa, D. & Greenberg, M. (2007). Optimistic managers and their influence on productivity and employee engagement in a technology organisation: Implications for coaching psychologists. *International Coaching Psychology Review*, 2(1), 78-89.
- Biswas-Diener, R. & Dean, B. (2007). *Positive psychology coaching: Putting the science of happiness to work for your clients*. Hoboken, New Jersey, US: John Wiley & Sons Inc.
- Boniwell, I. (2012). *Putting it into practice. Positive Psychology in a Nutshell*, 99-105. London: Personal Well-Being Centre.
- Buckingham, M. & Clifton, D.O. (2001). *Now, discover your strengths: How to develop your talents and those of the people you manage*. London: Simon & Schuster.
- Cox, E, Bachkirova, T & Clutterbuck, D (2014). *The Complete Handbook of Coaching*: Sage.
- Csikszentmihalyi, M. (1990). *Flow*. New York: Harper Perennial.
- Diener, E., & Biswas-Diener, R. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. Malden, MA: Blackwell Publishing.
- Donaldson, S.I., Dollwet, M. & Rao, M. A. (2015). Happiness, excellence, and optimal human functioning revisited: Examining the peer-reviewed literature linked to positive psychology: *The Journal of Positive Psychology*.
- Garvey, B., Stokes, P. & Megginson, D (2014) *Coaching and Mentoring: Theory and Practice*.
- Goleman, D. (1996). *Emotional intelligence*. London: Bloomsbury.
- Gregory, E.M. & Rutledge, P.B. (2016). *Exploring Positive Psychology: The Science of Happiness and Well-Being*: Greenwood.
- Hefferon, K., Ashfield, A., Walters, A. & Synard, J. (2017). Understanding optimal human functioning – The ‘call for qual’ in exploring human flourishing and well-being: *Journal of Positive Psychology*.
- Harzer, C., & Ruch, W. (2013). The application of signature character strengths and positive experiences at work. *Journal of Happiness Studies*, 14, 965-983.
- Linley, P. A. & Harrington, S. (2007). Integrating positive psychology and coaching psychology: Shared assumptions and aspirations? In Stephen Palmer & Alison Whybrow (Eds.), *Handbook of coaching psychology: A guide for practitioners*, 40-56. London: Routledge.



- Lomas, T., Hefferon, K. & Ivtzan, I. (2014). *Applied Positive Psychology – Integrated Positive Practice*: SAGE Publications Ltd.
- Luthans, F. (2002). Positive organizational behaviour: Developing and managing psychological strengths. *Academy of Management Executive*, 16, 57-72.
- Luthans, F., Youssef, C.M., & Avolio, B.J. (2007). *Psychological capital: Developing the human competitive edge*. New York: Oxford University Press.
- Martinez-Marti, M.L. & Ruch, W. (2017). Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction: *Journal of Positive Psychology*.
- Nelson, D. L. & Cooper, C. L., Eds. (2007). *Positive Organizational Behavior*. London: Sage Publications.
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 45.
- Peterson, C. & Seligman, M.E.P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association.
- Polly, S. & Britton, K. (2015). Character Strengths Matter: How to Live a Full Life: *Positive Psychology News*.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the science of positive psychology to realise your potential for lasting fulfilment*. London: Nicholas Brealey.
- Seppala, E. (2016). *The Happiness Track: How to Apply the Science of Happiness to Accelerate Your Success*: Harper One.
- Stober, D. R., & Grant, A. M. (Eds.) (2006). *Evidence-Based Coaching Handbook: Putting best practices to work for your clients*. New York: Wiley.
- Tarry, A. (2019). *Coaching with Careers and AI in Mind. Grounding a Hopeful and Resourceful Self Fit for a Digital World*. Routledge
- Whitmore, J. (1996) *Coaching for Performance*. London: Nicholas Brealey.
- Youssef, C. M., & Luthans, F. (2007). Positive organizational behaviour in the workplace: The impact of hope, optimism, and resilience. *Journal of Management*, 33, 774-800.
- <http://www.centerforpos.org/>
- [www.positivepsychologytraining.co.uk](http://www.positivepsychologytraining.co.uk)
- [www.positivepsychology.org.uk/pp-online.html](http://www.positivepsychology.org.uk/pp-online.html)
- [Centre for Applied Positive Psychology - www.cappeu.org](http://www.cappeu.org)
- [International Positive Psychology Association](http://www.internationalpositivepsychology.org)
- [www.personalitystrengths.com](http://www.personalitystrengths.com)
- <http://www.positivepsychology.org.uk/>

### **Additional books to aid study and reflective process**

- Barrass, R. (2005). *Students must write: A guide to better writing in coursework and examinations* (3<sup>rd</sup> edition), Taylor and Francis Group.

- Bassot, B. (2015). *The reflective practice guide: An interdisciplinary approach to critical reflection*. 1<sup>st</sup> Edition Routledge: London.
- Boud, D. Keogh, R. and Walker, D. (1985). *Promoting reflection in learning: A model*. In *Reflection: Turning Experience into Learning* (Eds: Boud D, Keogh R & Walker D). Kogan Page, London.
- Cottrell, S. (2013). *The Study Skills Handbook* (4th Edition) Houndmills, Palgrave Macmillan.
- Cottrell, S. (2005). *Critical Thinking Skills – Developing Effective Analysis and Argument*, Basingstoke, Palgrave Macmillan.
- Cutts, M. (2004) *Oxford Guide to Plain English* (2<sup>nd</sup> Edition) Oxford, Oxford University Press.
- Gibbs, G, 1988, *Learning by Doing. A Guide to Teaching and Learning Methods*. FEU.
- Kolb, D. 1984, *Experiential Learning: Experience as the Source of Learning and Development*, Prentice Hall, New Jersey.
- Light, G. and Cox, R. 2001. *Learning and Teaching in Higher Education: The Reflective Professional*. London: Paul Chapman.
- Lucas, P. (1991). Reflection, New Practices and the need for Flexibility in Supervising Student Teachers'. *Journal of Further and Higher Education*, 15, 2. 84-93.
- Moon, J. 1999. *Reflection in learning and professional development: theory and practice*. London: Kogan Page.
- Schon, D. (1983). *The Reflective Practitioner*. New York: Basic Books.

## Journal Titles

- Academy of Management Journal
- British Journal of Management
- Coaching: An International Journal of Theory, Research and Practice
- Coaching at Work
- Coaching Psychology International
- European Journal of Innovation Management
- Harvard Business Review
- Human Resource Management Journal
- International Coaching Psychology Review
- International Journal of Career Management
- International Journal of Evidence Based Coaching and Mentoring
- International Journal of Human Resource Management
- International Journal of Manpower

- International Journal of Public Sector Management
- International Journal of Selection & Assessment
- Journal of Applied Behavioural Science
- Journal of Applied Psychology
- Journal of Business Ethics
- Journal of Education for Business
- Journal of European Industrial Training
- Journal of Employee Relations
- Journal of Human Resource Management
- Journal of Labour Research
- Journal of Management Development
- Journal of Management Studies
- Journal of Managerial Issues
- Journal of Managerial Psychology
- Journal of Occupational & Organizational Psychology
- Journal of Organizational Behaviour
- Journal of Organizational Behaviour & Human Performance
- Journal of Organizational Culture Communications and Conflict
- Journal of Organisational Development
- Journal of Positive Psychology
  
- Journal of Transnational Management
- Journal of Workplace Learning
- Personnel Review
- Psychologist (British Psychological Society)
  
- The Coaching Psychologist
- Work, Employment and Society

Many learning sources are available within the online reading list.

## 7. MODULE CALENDAR

The four hours of timetabled classes for this module each week consist of 1 hour lecture, 1 hour workshop and 2 hour seminars. Lectures, workshops and seminars will focus on discussion, elaboration and application of key tools of Positive Psychology to aid students' personal and professional development.

Learning Week	Lecture	Workshop	Seminar	Preparation for next week
<p><b>1</b> <b>28/01/2022</b></p>	<p><i>Overview of the 'Applying the Tools of Positive Psychology for Personal and Professional Development' module – all topics covered</i></p>	<p><i>Brainstorming exercises</i></p>	<p><i>Ice breaker: Personal introductions</i> <i>Introduction to key aspects of the module: assessment and criteria, reading, feedback, study and professional principles</i></p> <p><i>Guidance to the reflective practice</i></p>	<p><b>Reading:</b> <i>Positive Psychology – An Introduction</i></p>
<p><b>2</b> <b>04/02/2022</b></p>	<p><i>Positive Psychology and Optimal performance</i></p>	<p><i>Debate on a given topic</i></p>	<p><i>Watching a TED talk videos on Positive Psychology</i></p> <p><i>Reflective exercise – Cognitive, Affective, Deep and Social Self</i></p>	<p><b>Reading:</b> <i>Positive Psychology Progress – Empirical Validation of Interventions</i></p> <p><i>Happiness, excellence, and optimal human functioning revisited: Examining the peer-reviewed literature linked to positive</i></p>

				<p>psychology</p> <p><b>Home activity:</b></p> <p>Completion of the Strengths Profile Psychometric tool</p>
<p>3</p> <p>11/02/2022</p>	<p>Working with Strengths</p>	<p>Discussion – deeper understanding of strengths</p> <p>Strengths or competency approach exercise</p> <p>You tube video clip on strengths</p>	<p>‘When I am at my best...’ exercise</p> <p>Co-coaching activity</p> <p>Individual reflective activity</p> <p>Reducing strengths overlay task</p>	<p><b>Reading:</b></p> <p>Transforming traditional competency models</p> <p>Business case for strengths focused HR</p> <p><b>Home activity:</b></p> <p>Completion of the Strengths Profile Psychometric tool</p>
<p>4</p> <p>18/02/2022</p>	<p>Strengths Assessment</p>	<p>Discussing the results of the Strengths Profile Psychometric tool</p>	<p>Individual reflective activity – The reasons for your success</p> <p>Strengths spotting in teams</p> <p>Strengths Interview Skills Role Play exercise</p>	<p><b>Reading:</b></p> <p>Ways to embed the strengths approach into the DNA of the organisation</p> <p>Research evidence for Strengths-focused HR</p>
<p>5</p> <p>25/02/2022</p>	<p>Understanding and Working with Goals</p>	<p>Briefing and clarification regarding the Portfolio: Essay and Personal</p>	<p>PACE MODEL - Creating a personal strategy</p>	<p><b>Reading:</b></p> <p>Setting, Elaborating, and Reflecting</p>

		<i>and Professional Development Plan</i>	<i>Individual operational perspective</i> <i>Personal development planning</i> <i>Practice with the G.R.O.W. model</i>	<i>on Personal Goals</i> <i>Improves Academic Performance</i>
<b>6</b> <b>04/03/2022</b>	<i>Happiness or positive well-being</i>	<i>Recorded presentation on 'ACT – Acceptance &amp; Commitment Therapy' by Shamash Alidina</i>  Shamash Alidina is the co-founder of the world's first Museum of Happiness in London, who has been practicing mindfulness since 1998 and runs his own successful training organisation. He is the international bestselling author of the 'Mindfulness for Dummies' series and 'The Mindful Way	<i>Identification of positive emotions</i>  <i>PERMA MODEL - Completion of the Wheel of Well-being</i>  <i>Three good things activity</i>  <i>Happiness exercises</i>	<b>Reading:</b>  <i>Does Happiness Promote Career Success?</i>

		<p>through Stress’.</p> <p>Shamash also co-founded the Zen of Business – a movement to empower anyone in business to work with greater wisdom and compassion. He is the Facebook Community Leadership Program Winner (top 100 Community Leader selected from 47 different countries), as well as The Independent Happy List Winner in 2016 and 2017.</p>		
<p><b>7</b></p> <p><b>11/03/2022</b></p> <p><b>Submission of the Portfolio –</b></p> <p><b>Thursday, 10<sup>th</sup> March 2022 @ 13:00 UK time</b></p>	<p><i>Flow and engagement</i></p>	<p><i>Positive psychology and the body/Importance of Physical Activity</i></p>	<p><i>Kindness exercises (with compliments from Harpal Dhatt)</i></p> <p><i>‘Flow experiences’ exercise</i></p> <p><i>Case study: The Engagement Formula at Google</i></p>	<p><b>Reading:</b></p> <p><i>Retention on a knife edge: The role of employee engagement in talent management</i></p> <p><i>Work happy: Developing employee engagement to</i></p>

				deliver competitive advantage
8 18/03/2022	<i>Using coaching psychology to enhance positivity</i>	Completing Individual SOAR Analysis	Confidence coaching Strengths based co-coaching activity Individual reflective activity - 'Best possible self' 'Using positive words at work technique to combat stress'	<b>Reading:</b> Positive Psychology and Coaching Psychology: Perspectives on Integration Can coaching reduce workplace stress?
9 25/03/2022	<i>Resilience</i>	<i>Resilience Quotient Inventory (RQi) – presentation of the Resilience psychometric tool with Matthew Critchlow, guest speaker</i>  Matthew is Managing Director at Thrive Training Ltd. He has many years of experience in designing and running programmes to enhance individual, team and	Feedback on Portfolio: Essay and Personal and Professional Developmental Plan  Individual reflective activity – personal perspective on resilience  Action plan to increase personal resilience  Mini presentations	<b>Reading:</b> Strengthening Personal Resilience  <b>Home Activity:</b> <i>Completion of the Psychometric tool on Resilience</i>



		organisational performance. He offers expertise in leadership, coaching, facilitation and psychometric profiling, especially RQi which measures human resilience.		
<b>10</b> <b>01/04/2022</b>	<i>Briefing about and clarification regarding the Individual Reflective report</i>	<i>Reflective practice and its value for personal and professional development</i>	<i>Various reflective activities and peer feedback</i>	<b>Reading:</b> <i>Reflective Writing</i> <b>Home Activity:</b> <i>Completion of the Psychometric tool on Resilience</i>
<b>11</b> <b>08/04/2022</b>	<i>Part (1) Innovation and creativity at work</i>	<i>Discussing the results of the Resilience psychometric tool</i>	<i>Class discussion on creativity</i> <i>Use of the Brain-storming technique - on innovation</i> <i>'Imagine others' point of view' exercise</i> <i>'How to enhance entrepreneurial spirit'</i>	<b>Reading:</b> <i>What Do We Know About Enhancing Creativity and Innovation?</i> <i>What Makes Innovators Different?</i>

	<i>Part (2) Positive organisational behaviour &amp; psychological capital</i>	<i>Brief revision of all topics covered</i>	<i>Characteristics of positive workplaces YouTube clip on positive organisational behaviour Case study on Facebook</i>	<b>Reading:</b> <i>On Being Positive: Concerns &amp; Counterpoints</i>
<b>12</b> <b>15/04/2022</b>	<b>NO LECTURE</b> <b>EASTER PUBLIC HOLIDAY</b>	<b>NO SEMINAR</b> <b>EASTER PUBLIC HOLIDAY</b>	<b>NO WORKSHOP</b> <b>EASTER PUBLIC HOLIDAY</b>	

### **Week 1 – Overview of the ‘Applying the Tools of Positive Psychology for Personal and Professional Development’ module**

- Providing an outline of tools of positive psychology for personal and professional development
- Finding out about the key aspects of the module
- Introducing the concept of reflective practice

### **Week 2 - Positive Psychology and Optimal performance**

- Learning about the benefits of Positive Psychology
- Identifying the main characteristics of optimal performance on an individual and organisational level
- Learning about the necessary skills for achieving optimal performance

### **Week 3/4 - Working with Strengths & Strengths Assessment**

- Gaining theoretical insights on strengths and their value for personal and professional development
- Identifying, measuring and managing strengths and learning how to utilise them by recognising various opportunities and challenges
- Gaining awareness of the strengths-based recruitment and selection, as well as team development

### **Week 5 - Understanding and Working with Goals**

- Differentiating between personal and organisational strategies for goal setting, progress and attainment
- Understanding the impact of strengths on goals (use of the PACE model and the Pyramid of Power)
- Recognising the importance of motivation for goal-directed behavior

### **Week 6 - Happiness/positive well-being**

- Understanding the Broaden and Build theory of Positive Emotions - the mindset of positivity
- Discussing the PERMA model of well-being and recognising the barriers to well-being
- Identifying the Performance-Happiness model

### **Week 7 - Flow and engagement**

- Introducing the concept of 'flow' and its importance for the optimal performance
- Understanding the nature and measurement of employee engagement
- Exploring the enhancers and barriers to engagement

### **Week 8 - Using coaching psychology to enhance positivity**

- Recognising the key areas of positive psychology coaching and their application
- Gaining insights into strengths-based coaching
- Discovering how to overcome stress at work and enhance positivity

### **Week 9 - Resilience**

- Understanding the concept of resilience and its main characteristics on an individual level
- Identifying resilience learnable skills and cognitive styles
- Recognising the importance of organisational resilience – culture and leadership

### **Week 10 - Innovation and creativity at work**

- **Full briefing regarding the reflective assignment**
- Understanding what enhances and hinders creativity in a variety of settings
- Gaining awareness of the importance of innovation processes for individuals and organisations
- Exploring entrepreneurial culture for organisational success

### **Week 11 - Positive organisational behaviour and psychological capital**

- Finding out about the importance of the PSYCAP - hope, optimism, resilience and self-efficacy for personal and professional growth

- Understanding positive organisational dynamics and conditions of flourishing
- Identifying models of positive organisational behaviour

**Week 12** – No classes, Easter, UK public bank holiday

**Note:**

Additional preparation materials may be posted on Blackboard. To benefit fully from your face-to-face taught sessions, these should be accessed and completed beforehand. Any changes to the schedule will be announced on Blackboard.

**Lecture capture**

We support our students by providing complementary recordings\* to support education and learning. We aim to offer recorded versions of the following:

- Course and module induction sessions
- Key lectures
- Assessment briefings

Other types of learning may be also provided, depending on the module and mode of study.

Workshops and seminars will not be routinely recorded.

*\*Recordings may be provided in a range of forms, including Panopto recording, audio, video and other learning resources.*

Recordings can be found on our virtual learning environment (Blackboard).

## 8. WBS PROFESSIONAL PRINCIPLES

# PROFESSIONAL EDUCATION IS A PARTNERSHIP

AT WESTMINSTER BUSINESS SCHOOL WE ARE:

### RESPONSIBLE

ACCOUNTABLE FOR OURSELVES AND OUR ACTIONS

- Taking control of my learning and/or teaching
- Keeping my promises and dealing with any problems as they arise
- Remembering that my actions affect others

### ENGAGED

ACTIVELY LEARNING, TEACHING AND WORKING

- Being curious: asking questions, contributing perspectives, listening to others' ideas
- Taking advantage of the extra activities available in WBS and the University
- Asking for help when required

### RESPECTFUL

CONSIDERATE OF OTHERS AND THEIR IDEAS

- Valuing the amazing diversity of WBS, the staff and the students
- Treating everyone with courtesy and respect
- Allowing others to learn, study and work without disruption

### INFORMED

AWARE OF POLICES, PROCEDURES AND DEVELOPMENTS

- Knowing who and where to go to for help and advice
- Checking handbooks and online advice for key information
- Keeping up-to-date with faculty and University developments

### CLEAR

THOUGHTFUL AND CONSTRUCTIVE COMMUNICATORS

- Checking all communications regularly (at least every 48 hours) and responding quickly
- Communicating in a professional manner
- Using university email

### PREPARED

READY TO LEARN, TEACH AND SUPPORT ONE ANOTHER

- Completing preparatory work in good time
- Being ready and equipped to teach or learn in every class
- Working with and actively supporting my peers

### PUNCTUAL

MEETING DEADLINES AND BEING ON TIME

- Arriving on time and prepared for classes, meetings and other commitments
- Being organised: in the right place, at the right time, with the right materials
- Informing others promptly if I cannot keep a commitment

### DEVELOPING

COMMITTED TO PERSONAL AND PROFESSIONAL GROWTH

- Setting and working towards my personal goals
- Taking responsibility for my professional development
- Finding and taking advantage of opportunities to enhance my employability

