Development of an intervention module of Psychological Capital to enhance the workplace behaviours and emotions of employees

Synopsis

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Introduction

We live in a VUCA world today! VUCA as an acronym was developed by US army in 1990s to depict radically different military threats that arise when conditions are volatile, uncertain, complex and ambiguous. It very much applies to business environment today. An example of *Volatility* is the fluctuating prices of oil which in turn affects industries such as hydrocarbon sector, air travel and many more. Also, sometimes disruptive changes in the market affect the future of a business and the market itself! A recent example is launch of Reliance Jio in the Indian telecom sector. The other operators were caught unawares by the "introductory free" offer. It also affected their long term plans and probably precipitated the Idea- Vodafone merger. This was only one example of the volatility which has become the hallmark of the business scenario. The impact of these changes cannot be isolated. Since the world is interconnected 24by 7, an event in one part of the world may affect other interconnected parts and variables. Because of this the information connected to different challenges is overwhelming to process. Thus the *uncertainty* connected to different changes is very high.

In addition to market changes, technological changes are enabling us to explore uncharted areas. There are no precedents existing in these areas hence business faces the unknown. A business which used to give a very steady return becomes irrelevant in face of new technology. It may have to reinvent or perish! Some examples of businesses which could not face the changing technology are typewriters in face of personal computers, color TVs in face of LCD and now LED TVs. It is said that Steve Jobs and Apple have affected three different industries i.e. music industry, photography and of course, computing! XYZ, MD of Daimler Benz is predicting that their competitors are not other car companies. They are TESLA, Google, Apple, Amazon et al. So the *complexity* that the world is facing will be exponential. How

different organizations will face these and upcoming newer challenge is *ambiguous*. Organizations will have to experiment and learn new lessons and apply them on the run.

Given these challenges, the hard currencies of information, strategy and systemic modeling will not work. The new currencies will be flexibility, adaptability and the capacity for renewal. And if organizations have to respond in an agile manner, they will have to bank on employees who are flexible, innovative and ready to try new things.

Since the challenges require some special capabilities, the present study looked at the relatively newer concept of Psychological Capital (PsyCap) and a way to develop it using the experiential learning methodology in the present day employees.

1.1 Positive Psychology Movement

The positive psychology movement has been a reaction to the preoccupation that psychology has had with the negative, pathological aspects of human functioning and behaving. Positive psychology emerged because not enough attention was being given to the strengths, the positive characteristics of people that make life worth living. The field of psychology as a whole started off with three broad objectives: trying to repair damage, prevent problems, and build strengths in people (Pawelski, 2016) (Luthans, 2002). However, over the years, society in general and research funding sources in particular promoted concern for what was wrong with people. Almost exclusive attention in research and practice became devoted to how to fix and treat psychological problems and weaknesses. A few years ago, caught up in this negative approach themselves, a small but now rapidly growing group of research psychologists led by Ex - American Psychological Association President Martin Seligman began to realize that an important positive approach, building on strengths, was being badly neglected. Seligman (Seligman M. E., The president's address, 1999) is generally recognized to be the main

proselytizer-the spearhead of today's positive psychology movement. Initially, his studies were concerned with what is wrong with people, human frailties and weaknesses (e.g., his much acclaimed model of learned helplessness). But his focus changed to identifying and nurturing people's strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths (Seligman & Csikszentmihalyi, 2000). This was the beginning of the positive psychology movement. The purpose is to shift at least some of the emphasis away from just the worst things in life to the study and understanding of some of the best things in life. The positive psychologist's mission is to build theoretical understanding and use scientific methodology to discover and promote the factors that allow individuals, groups, organizations, and communities to thrive and prosper. Positive psychology does not seek to replace traditional psychology, but rather to reframe psychological research, pedagogy, and therapy to accept "that goodness and excellence are as authentic as disease, disorder and, and distress. . . [and to give] as much focus on strengths as on weaknesses, as much interest in building the best things in life as in repairing the worst, and as much attention to fulfilling the lives of healthy people as to healing the wounds of the distressed" (Peterson, 2006). This reorientation builds in part on humanistic psychology (e.g., (Maslow, Motivation and Personality, 1970); (Rogers, 1951)), but also moves beyond it by relying on rigorous social scientific methodology to test its theories. Maslow upbraided psychology for its "pessimistic, negative and limited conception" of humans. He felt that psychology dwelt more on the human frailties than upon human strengths; that it had thoroughly explored the sins while neglecting the virtues. Psychology had seen life in terms of an individual making desperate attempts to avoid pain rather than in taking active steps to gain pleasure and happiness. Where is the psychology, Maslow asked, that takes account of gaiety, exuberance, love and well being to the same extent

that it deals with misery, conflict, shame and hostility? Psychology "has voluntarily restricted itself to only half of its rightful jurisdiction and that the darker, meaner half." (Maslow, 1954) Maslow attempted to supply the other half of the picture, the brighter, better half, and to give a portrait of the whole person. (Hall, Lindzey, & Campbell, 1998). In order to develop a complete and comprehensive science of the human person, he did a study of self actualizing individuals. Rogers also identified himself with the humanistic orientation. Humanistic view opposes what it regards as the bleak pessimism and despair inherent in the psychoanalytic view of humans on the one hand and the robot conception of humans portrayed in behaviorism on the other hand. Humanistic psychology is more hopeful and optimistic about humans. It believes that the person, any person, contains within him – or herself the potentiality for healthy and productive growth. It is this optimistic viewpoint of humans finds resonance in Positive Organisational Behavior.

1.2   Positive Organisational Behavior

Using the Positive Psychology movement as the foundation, Luthans(2002) has defined Positive Organizational Behaviour (POB) as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace. Just like Psychology, Organizational Behaviour was concerned with correcting the flaws in employees, be it in their motivation, communication, leadership or teams. OB specialists were more concerned with correcting the managerial and employees' dysfunctions and flaws at the workplace. Representative examples would include the search for better ways to motivate and lead marginal, inert employees; correct deficient styles, skills and abilities; improve dysfunctional attitudes and behaviours such as resistance to change; and more effectively manage conflict and cope with stress and burnout. 'Positive Organizational Behaviour (POB) hopes to correct this trend. It

follows the lead of the field of positive psychology, which is driven by theory and research focusing on people's strengths and psychological capabilities. It takes a proactive positive approach on OB. Luthans (2002) provides an understanding of how to take a positive approach and proposes to build on employee strengths. To do this, OB must draw from its own strengths and take a theory and research-driven approach that can then be translated, applied, and sustained for effective practice. He chooses to follow the lead taken by the theory-and research-based positive psychology movement and call this new approach positive organizational behaviour or simply POB. Luthans (2002) defines positive organizational behaviour (POB) as the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace. Such a definition of POB would seem to incorporate many existing OB concepts from the domains of attitudes, personality, motivation, and leadership. However, in that article he further clarifies that it is not old wine in a new POB bottle. The criterion of relative uniqueness is that of being measurable and making a demonstrated contribution to performance improvement. These two require theory and research and thus clearly differentiate POB from the positively oriented personal-development best-sellers. Finally, the criterion of being developmental requires the POB constructs to be potentially state-like and thus rules out the more fixed, trait-like personality, attitudinal, and motivational variables traditionally associated with OB. To best meet these operationally defined inclusion criteria for POB, Luthans(2002) uses the resource strengths and psychological capacities of confidence (self-efficacy), hope, optimism, subjective well-being (happiness), and emotional intelligence (or the acronym CHOSE). In addition, to differentiate from other positive approaches reported in both the academic and practitioner literatures, the following criteria were set for including constructs in this definition of positive

organizational behavior: (a) grounded in theory and research; (b) valid measurement; (c) relatively unique to the field of organizational behavior; (d) state-like and hence open to development and change as opposed to a fixed trait; and (e) have a positive impact on work-related individual-level performance and satisfaction (Luthans, 2002a,b; Luthans et al., 2007).

1.3   Psychological Capital

Using these criteria, the positive psychological constructs that have been determined to meet the inclusion criteria so far include hope, resilience, optimism, and self-efficacy, and when combined, represent what has been termed *psychological capital* or *PsyCap* (Luthans & Youssef, 2004; Luthans et al. 2007).

PsyCap theory development indicates that the four dimensions possess a common underlying positive agent like capacity, that is, those with high PsyCap tend to be more determined, expend more effort, expect success, maneuver obstacles more effectively, and bounce back from setbacks more readily (Luthans, Avolio, Avey & Norman, 2007; Luthans, Youssef et al., 2007). Besides conceptual support, there is also empirical evidence that the four constructs when combined into PsyCap form a core factor. Using a competing measurement models analysis, PsyCap has been found to be best measured as a second-order factor, whereas each dimension (efficacy, hope, optimism, and resilience) loads onto an overall core factor (PsyCap) (Luthans, Avolio et al., 2007). Let us look at the four psychological constructs or resources that currently make up PsyCap.

1.4   Indian view related to Psychological Capital (PsyCap)

The study of Psychological Capital(PsyCap) would be incomplete and probably amenable to conceptual deficiencies, if no mention is made of the indigenous view, in this case, the Indian view of what is Psychological Capital(PsyCap) in the present context. It is also important to

understand the components of PsyCap from the Indian perspective because spirituality is built into the Indian psyche without understanding which 'it is virtually impossible to comprehend Indian psychological make-up, society, and culture' (Roland,1988:294; quoted in Sinha J.B.P., 2008).

Although the concept of Psychological Capital (PsyCap) is primarily a western one, coined by Luthans, its components are not completely new to the Indian cultural ethos. The components of PsyCap i.e. confidence, optimism, hope and resilience and their applied or practical aspects have been considered by the traditional Indian approach. To the best of our knowledge there is no single treatise on the subjects of Psychological Capital(PsyCap) per se in traditional Indian literature; however ideas related, directly or indirectly, to Psychological Capital(PsyCap) can be gleaned from Indian scriptures and other philosophical and spiritual literature depicting Indian thought. Sources of these concepts are available in the epics, Ramayan and Mahabharat, in the Bhagwad Geeta, and Upanishads to cite some of the well known works depicting traditional Indian thought. Sources are also available in the interpretation of the above mentioned scriptures by the revered exponents of the Indian thoughts, such as Swami Vivekananda, Swami Chinmayananda, and Reverend Pandurang Shastri Athavale. Because of the rather diffuse nature of the presentation of the different concepts of Psychological Capital (PsyCap) in these writings, a brief summary of the Indian thought supporting Psychological Capital(PsyCap) components portrayed in the traditional Indian(Hindu) writings will be attempted after describing each component of PsyCap.

1.1.1 Self-Efficacy as a positive psychological strength

Self-efficacy has been argued to best meet the inclusion criteria for PsyCap (Luthans, Youssef, & Avolio, 2007). Leading self-efficacy theorist and researcher Albert Bandura strongly

emphasizes that self-efficacy is the most pervasive and important of the psychological mechanisms for positivity. He declares, "Unless people believe that they can produce desired effects and forestall undesired ones by their actions, they have little incentive to act. Whatever other factors may operate as motivators, they are rooted in the core belief that one has the power to produce desired results." Self-efficacy represents a positive belief (not ability per se nor outcome expectancy) and was defined for the workplace by Stajkovic and Luthans (1998b, p. 66) as "the employee's conviction or confidence about his or her abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context." These accepted definitions deal with efficacy for accomplishing a specific task. An example of this state-like efficacy would be a systems analyst who may have a high sense of self-efficacy about solving a particular programming problem but a low sense of self-efficacy about writing up a report to show the CIO how the problem was solved.

In results from a comprehensive meta-analysis, self-efficacy was found to have a strong positive relationship with work-related performance (Stajkovic & Luthans, 1998a; also see Bandura, 2000; Bandura & Locke, 2003). In some studies, the use of self-efficacy has been broadened beyond a single task to the work domain. Employees may be more or less efficacious in the work domain such as a group of more specific tasks. As Bandura (1998, p. 53) has concluded, "Comparative studies show that domain linked measures of perceived efficacy are good predictors of motivation and action." Although this broadens the conceptualization of very specific task efficacy, it does not extend across domains or to all of life such as is portrayed by generalized self-efficacy (e.g., see Sherer et al., 1982). As applied to the higher-order construct of PsyCap, we draw from Bandura's (1998, p. 53) position that, "The efficacy belief system is not an omnibus trait."

Development of module of Psychological Capital

1.4.1.1 1.4.1.1 Indian equivalent of Self efficacy

When we are looking at self efficacy from the Indian context, we are looking at it from the domain point of view. To do that we need an equivalent word in Sanskrit. The word Aatmashraddha comes close to belief or conviction i.e. self efficacy. To go through life steadily and surmount all its obstacles, what is required is Aatmashraddha, a belief in self. In the words of Swami Vivekananda, "We must have faith in ourselves first, before having faith in God." In his speech on our real nature, Swami Vivekananda has said,

"Men and women are taught from childhood that they are weak and sinners. Teach them that they are all glorious children of immortality, even those who are the weakest in manifestation. Let positive, strong, helpful thought enter into their brains from very childhood. Lay yourselves open to these thoughts, and not to weakening and paralyzing ones. Say to your own minds, "I am the Atman. I am the Infinite." Let it ring day and night in your minds like a song, and at the point of death declare, "I am the Atman." That is the Truth; the infinite strength of the world is yours. Drive out the superstition that has covered your minds. Let us be brave. Know the truth and practice the truth. The goal may be distant, but awake, arise, and stop not till the goal is reached." (Vivekananda Vedanta network, 2003-2017).

The knowledge of the Atman (Self) which is our true nature is the basis of all human endeavour and achievement. With this end in view, in Bhagwad Gita Sri Krishna shows Arjuna the way to the realization of his true self, leaving Arjuna to apply that knowledge and the faith derived there from to the solution of his many problems. The Lord instills self efficacy in Arjun by using the following shloka,

उद्धरेदात्मनात्मानं नात्मानमवसादयेत् ।
आत्मैव ह्यात्मनो बन्धुरात्मैव रिपुरात्मनः ॥६,५॥

meaning: Let a man lift himself by his own Self alone, and let him not lower himself; for, this Self alone is the friend of oneself, and this Self is the enemy of oneself.

According to the researcher this verse places the onus of activity on the individual. As the exhortation is from the Lord himself, it is a source of self efficacy of the individual, instilling in him the belief that an individual himself/herself is "his/her best friend" and can achieve what s/he deems fit.

1.1.2   Optimism as a positive psychological strength

Optimism is commonly used in everyday language, but in positive psychology it has a very specific meaning with theory and research addressing this positive construct. Drawing from attribution theory, Seligman (1998) defines optimists as those who make internal, stable, and global attributions regarding positive events (e.g., task accomplishment) and those who attribute external, unstable, and specific reasons for negative events (e.g., a missed deadline). Therefore, optimism as a facet of PsyCap is associated with a positive outcome outlook or attribution of events, which includes positive emotions and motivation and has the caveat of being realistic (Luthans, 2002a). As used here, optimism is not just an unchecked process without realistic evaluation (Schneider, 2001). Realistic optimism includes an evaluation of what one can and cannot accomplish in a particular situation and hence adds to one's efficacy and hope. As Peterson (2000) notes, realistic optimism is very dynamic and changeable and is considered state-like.

1.4.1.2   1.4.2.1 Indian view on Optimism

In the Indian context, the doctrine of *karma* gets interwoven with attributions that are made to events that happen to individuals. "Karma" literally means "deed" or "act", and more broadly names the universal principle of cause and effect, action and reaction, which Hindus believe governs all consciousness (Sivasubramium, 1997). Karma is not fate or destiny for we

act with what can be described as a conditioned free will creating our own destinies. According to the Vedas, if we sow goodness, we will reap goodness; if we sow evil, we will reap evil. Karma refers to the totality of our actions and their concomitant reactions in this and previous lives, all of which determine our future. The conquest of karma lies in intelligent action and dispassionate reaction. The doctrine of Karma thus dictates that our conduct has an inevitable impact. The impact is visible and may follow immediately or in next life. Sri Krishna in Bhagvad Gita assures that,

<div align="center">योक्षेमम् वहामि अहं ।।९,२२</div>

Meaning: To those men who worship Me alone, thinking of no other, to those ever self-controlled, I secure for them that which is not already possessed (YOGA) *by them, and preserve for them what they already possess* (KSHEMA) .

Interpretation: Now, considering it as a tip for the men in the market-place, sweating and toiling in the world, the very same stanza yields a code of secret instructions by which they can assure for themselves complete success in their worldly life. In any undertaking, if a man is capable of pouring out his self-willed thought (sankalpa) constantly and with a singleness-of-purpose, he is sure to succeed. But unfortunately, the ordinary man is not capable of successfully keeping his thoughts in one channel of thinking. Therefore, his goal seems to be ever receding and flickering. His determination to achieve a particular goal ever changes, since his goal itself seems to be ever-changing. To such a man of haphazard determination, no progress is ever possible in any line of undertaking. (Chinmayananda, 1992)

In fact, the assurance by Sri Krishna is to the extent that,

<div align="center">कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।</div>
<div align="center">मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि ।।२,४७।।</div>

Meaning:"Thy right is to work only; but never to its fruits; let not the fruit of action be thy motive, nor let they attachment be to inaction."

<div align="center">14</div>

Interpretation: The stanza gives the four injunctions guiding us to be true workers. A real *Karma Yogin* is one who understands: (a) that his concern is with action alone; (b) that he has no concern with results; (c) that he should not entertain the motive of gaining a fixed fruit for a given action; and (d) that these ideas do not mean that he should sit back courting inaction. In short, the advice is to make the worker release himself from all his mental pre-occupations, and thus through work make him live in the joy and ecstasy of inspired self-forgetfulness. The work itself is his reward; he gets himself drunk with the joy and satisfaction of a noble work done. The work is the means; the Higher Self-experience alone is the Goal-Divine. (Chinmayananda, 1992) Once the goal for one's activity is decided by an individual, the person should not be worrying about whether one will achieve the results that are expected. This self doubt will weaken the effort that one is placing in the work. Thus one should focus on the work itself, taking it finally to the level of excellence to the level of yoga: योगः कर्मसु कौशलम्

1.1.3   Hope as a positive psychological strength

Hope too is widely used in everyday language, but as examined here is most closely associated with the theory and research of positive psychologist C. Rick Snyder. Snyder and colleagues' hope theory (Snyder, Sympson, Ybasco, Borders, Babyak, & Higgins, 1996; Snyder, 2000, 2002) is widely recognized in clinical and positive psychology and has considerable research support. Snyder and his colleagues have specifically defined hope as a ''positive motivational state that is based on an interactively derived sense of successful (1) agency (goal directed energy) and (2) pathways (planning to meet goals)'' (Snyder et al., 1996). Thus, hope can be viewed as consisting of three distinct but complementary components: agency (will-power), pathways (way-power), and goals. The agency component of hope can be viewed as being the will to accomplish a specific task or goal (Snyder et al., 1996). Thus, agency includes

the motivation or goal-directed energy to succeed at a given task in a specific context. The pathway component is viewed as being the means to accomplish a task or goal. Thus, a pathway is considered to be the way to accomplish a task or goal. Together, they form the will and the way to accomplish a given task or goal. Snyder and colleagues' theory and research suggest having one component by itself is not sufficient. To possess hope as defined and operationalized, one must have both the will to succeed in a given task, as well as a viable means, or a way to accomplish that task.

In clinical and positive psychology, hope has been clearly linked to academic and athletic success (Snyder, 2000, 2002), but only recently has it been analyzed in the workplace. In preliminary research in the workplace, hope has been found to be related to Chinese factory workers' supervisory rated performance (Luthans, Avolio, Walumbwa, & Li, 2005), unit financial performance and employee satisfaction and retention (Peterson & Luthans, 2003), and employee performance, satisfaction, happiness, and commitment (Youssef & Luthans, 2007). Some specific practical guidelines drawn from Snyder's work that would be applicable to developing and managing hope in the workplace would include:

- obtain goal acceptance and commitment through participation and involvement;
- determine specific stretch goals;
- clarify goals and use a stepping method to break down complex, long-term strategies into sub-steps;
- develop specific alternate and contingency pathways (e.g., action plans) to goals;
- develop the skill of regoaling, which is recognizing the futility of persistence in the face of absolute goal blockage (i.e., avoid false hope); and
- conduct mental rehearsals of important upcoming events.

1.4.1.3   1.4.3.1 Indian perspective on Hope

The way – power has been examined in Gita in the third chapter as,

लोकेऽस्मिन्द्विविधा निष्ठा पुरा प्रोक्ता मयानध।
ज्ञानयोगेन सांख्यानां कर्मयोगेन योगिनाम्।। ३,३ ।।

Meaning: *In this world there is a two-fold path, as I said before, O sinless one; the 'Path-of-Knowledge' of the* SANKHYANS *and the 'Path-of-Action' of the* YOGINS.

Interpretation: Krishna clearly explains here that the two-fold path of Self-development was prescribed for the world-the 'Path-of-Knowledge' to the MEDITATIVE, and the 'Path-of-Action' to the ACTIVE. It is added that this classification and careful prescription for the two different types of men has been in existence from the very beginning of creation. (Chinmayananda, 1992)

Thus even to achieve the ultimate there is more than one path, hence in order to achieve material goals there can be different paths.

1.1.4   Resilience as a positive psychological strength

Applied to the workplace, resilience is defined as the "positive psychological capacity to rebound, to 'bounce back' from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility" (Luthans, 2002a, p. 702). Empirical studies have shown that positive emotions enhance resilience in the face of negative events, which reflect its state-like quality (Tugade, Fredrickson, & Barrett, 2004). Clinical psychologists also note that resilience can increase and even grow when the individual returns to levels above homeostasis after an adverse event (Richardson, 2002). In short, individuals may actually become more resilient to an adverse situation each time they effectively bounce back from a previous setback. Such positive reactions have been found in studies of emotions to have upward spiralling effects (Fredrickson & Joiner, 2002). Resilience is defined as an innate energy or motivating life force present to varying degrees in every individual, exemplified by the presence of particular traits or characteristics that, through application of dynamic processes, enable an individual to cope with, recover from, and grow as a result of stress or adversity. Literature from a wide variety of fields,

including physics, medicine, theology, philosophy, psychology, and spirituality, was reviewed to

build an overview of existing knowledge and evolving theories on the subject of resilience and

further the understanding of resilience as an innate personal resource. Conclusion was that innate

resilience can be developed or enhanced through cognitive transformational practices, education,

and environmental support. Such processes may have use in ameliorating the effects of

workplace stress.

1.1.4.1 Indian view on Resilience

In the Bhagwad Gita, a description of an individual possessing a resilient state is a

"satvik" person, described below.

<div align="center">
मुक्तसङ्गोऽनहंवादी धृत्युत्साहसमन्वितः।
सिद्ध्यसिद्ध्योर्निर्विकारःकर्तासात्त्विक उच्यते॥ १८,२६॥
</div>

Translation: "An agent who is free from attachment, non-egoistic endowed with firmness and
enthusiasm, and unaffected by success or failure, is called *satvic* (pure)."
Interpretation: A *satvic* `actor' is one who is free from attachment to any of his kith and

kin (*mukta sangah*), and non-egoistic (*anahamvadin*). He is one who has no clinging attachment

to the things and beings around as he has no such false belief that the world outside will bring to

him a desirable fulfilment of his existence. He sincerely feels that he has not done anything

spectacular even when he has actually done the greatest good to mankind, because he surrenders

his egocentric individuality to the Lord through his perfect attachment with the Infinite.

When such an individual-- who has destroyed in himself his ego-sense and the consequent sense

of attachment- works in the worldly fields of activities, he ever acts with firm resolution (dhriti)

and extreme zeal (utsaha). The term dhriti means `fortitude'-- the subtle faculty in man that

makes him strive continuously towards a determined goal. When obstacles come on his way, it is

his faculty of dhriti that discovers for him more and more courage and enthusiasm to face them

all and to continue striving towards the same determined goal. This persevering tendency to push

oneself on to the work until one reaches the halls of success, unmindful of the obstacles that one

might meet with on the path, is called dhriti. And *utsaha* means untiring self-application with a dynamic enthusiasm on the path of achievement while pursuing success. Lastly, a *satvic* `actor' is one who ever strives unperturbed both in success and failure.

PsyCap is relatively fresh but theoretically robust notion, with a great promise and research potential. There is support in the literature that PsyCap is potentially an important human resource asset for any business organization. Given the growing body of knowledge on the subject, it is pertinent to undertake more research on it, as well as performing real-time testing to explore the practical implications of the construct for organizations.

Both theory-building and prior research on hope, resilience, optimism, and efficacy supports that they are developable. As examples, Bandura (1997) has demonstrated strategies to increase self-efficacy (also see Bandura,2000). Snyder (2000) provides evidence that hope is developable and published the state–hope scale (Snyder et al., 1996). Although known for their earlier work on dispositional optimism, Carver and Scheier (2005)have recently discussed strategies to develop optimism, and Shifren and Hooker (1995) have demonstrated its situational measurement. Seligman (1998) features "learned optimism" in his widely recognized book by this title and offers evidence to support its development. Masten and Reed (2002) likewise discuss successful strategies for resilience-based developmental interventions, and Wagnild and Young (1993) have developed a state-like measure of it. Each of these contributions in the positive psychology literature have supported that these four constructs can be developed. There is also some preliminary evidence that when these four constructs are combined into a higher-order construct it can be considered state-like and hence may be developable (Luthans,Avey,&Patera, in press; Luthans, Avey, Avolio, Norman, & Combs, 2006).

Hence the present study analyzes /tests the relationship between PsyCap and different workplace behaviors and workplace attitudes in India. The scope of the study also encompasses the question whether PsyCap components viz. PsyCap Efficacy, PsyCap Hope, PsyCap Optimism and PsyCap Resilience are developable or not. Also, it was studied whether the increased PsyCap would affect the workplace behaviors and emotions. Workplace behaviors which were studied were organizational citizenship behaviors and counterproductive workplace behaviors. Workplace emotions studied were work engagement and emotional labor. Let us look at each of them in detail.

1.5   Organizational Citizenship Behaviour

Organ (1988)defines OCBs as "Individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization." Behaviours that exceed delineated role expectations but are important and even crucial for an organization's survival are defined as Organizational Citizenship Behaviours (OCB) (e.g. Brief & Motowidlo, 1986; George, 1990; Katz & Kahn, 1966). These behaviours were first so named by Organ and his colleagues (Bateman & Organ, 1983; Organ, 1988) in describing Katz's (1964) category of extra-role behaviours.

The personality foundation for these OCBs reflects the employee's predispositional traits to be cooperative, helpful, caring, and conscientious. The attitudinal foundation indicates that employees engage in OCBs in order to reciprocate the actions of their organizations. Motivational dimensions, job satisfaction, and organizational commitment clearly relate to OCBs. More important to OCBs is that employees must perceive that they are being treated fairly, that the procedures and outcomes are fair. A number of studies have found a strong relationship between justice and OCBs. (Tepper and Taylor, 2003) It seems that procedural

justice affects employees by influencing their perceived organizational support, which in turn prompts them to reciprocate with OCBs, going beyond the formal job requirements. These are behaviours that help the organization but may not be directly or explicitly recognized in the organization's formal reward system (for recent reviews, see Organ & Ryan, 1995; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). For example, a person would be performing Organizational Citizenship Behavior when he or she stays late to finish work when not specifically asked to do so, or goes out of his or her way to help a co-worker who is having difficulty when that is not part of the role requirement of the job (Feather and Rauter, 2004). OCBs can take many forms, but the major ones could be summarized as: (1) altruism (e.g. helping out when a co-worker is not feeling well), (2) conscientiousness (e.g. staying late to finish a project) (3) civic virtue (volunteering for a community program to represent the firm) (4) sportsmanship (e.g. sharing failure of a team project that would have been successful following the member's advice), and (5) courtesy(e.g. being understanding and empathetic even when provoked).

1.6   Counterproductive Work Behaviours

Counterproductive Work Behaviours (CWBs) also known as workplace deviance (Robinson and Bennett, 1995) refer to behaviour by employees that harms an organization or its members (Spector & Fox, 2002) and includes acts such as theft, sabotage, verbal abuse, withholding of effort, lying, refusing to cooperate, and physical assault. It has also been defined as any behaviour that violates organisational norms in a way that is harmful to the organization itself, to the members of the organization, or both(Robinson and Bennett, 1995). The reason for the growing interest in CWB is fairly obvious for CWB is, unfortunately, a common occurrence in organizations and can have a tremendous negative impact on both organizations in terms of

lost productivity, increased insurance costs, lost or damaged property, and increased turnover (Baron & Neuman, 1996; Benminson, 1994; LeBlanc & Kelloway, 2002; Vigoda, 2002), as well as on the people in them in terms of increased dissatisfaction (Keashly, Trott, & MacLean, 1994) and experienced job stress.

Robinson and Bennett(1995, 1997) have developed a taxonomy of deviant workplace behaviours, categorizing them into interpersonal deviance and organizational deviance. According to Robinson and Bennett(1995) organizational deviance includes forms of production deviance, behaviours that violate organizational norms regarding minimal quality and quantity of work to be accomplished (e.g. leaving early, procrastinating, wasting resources) and types of property deviance, which are defined as "instances when employees acquire or damage the tangible property or assets of work organization without authorization (e.g. stealing from the company, sabotaging equipment). Interpersonal deviance include acts of political deviance which are behaviours defined as "social interaction that puts other individuals at a personal or political disadvantage" (e.g. competing non beneficially, gossiping about co-workers), as well as more severe acts of personal aggression, which are behaviours such as sexual harassment or verbal abuse that are displayed in a hostile, violent or aggressive manner.

Robinson and Bennett(1998) have developed a model explaining the antecedents of deviant behaviour which include individual difference factors (e.g. personality, demographics, along with organizational factors (e.g. lack of leadership, poor rewards system) and social and interpersonal factors (i.e. norms of deviance, perceived justice). But the researcher could not find a study examining the relationship between PsyCap and Counterproductive Work Behaviours.

1.7 Work Engagement

Dr. Csikszentmihalyi in his book *flow* (1990), shares how work can be a source of great joy. In fact one of his subjects, Serafina Vinon, a seventy six year old shepherd woman from a tiny hamlet in Italian Alps, does not distinguish work from free time and does not have issues with "work life balance"! How do the dimensions of PsyCap impact work engagement experienced by subjects would help us in identifying how personal resources like PsyCap can be channelized to affect work engagement and in turn create feelings of flow.

The current workplace demands involvement from the employee not only physically but also psychologically. Work engagement is defined as a positive work-related state of mind that is characterized by vigor, dedication, and absorption (Bakker & Schaufeli, 2008; Schaufeli & Salanova, 2007b. Usually WE is explained using the JD-R model ( ). Some researches also take the view

1.8   Emotional Labor

One of the first emotions to be studied in the workplace settings was Emotional Labor (Ashkanasy & Daus, 2002). Brought into the limelight with Hochschild's (1983) *The Managed Heart* and Mann's (1999) *Hiding what we feel, faking what we don't: Understanding the role of your emotions at work* EL began to be studied by the academicians and practitioners both. More theoretical and empirical research started being conducted in the dawn of the twentyfirst century. Due to the focus on performance in service jobs ("emotional display rules"), making the intangible tangible, and frontline employees being the face of the organization, this concept has taken on significance in present times.

1.9   Need and Rationale of the study

Much has changed in the last few years. The pace of change has increased exponentially. In order to manage and flourish in these challenging times, organizations will have to reinvent

themselves. Also, the key resource for this will be its people. It is now possible to buy technology, R&D, know-how, and get easy access to capital, making the quality of people the only differentiator. If PsyCap can proved to be the differentiator amongst employees or it can be developed in employees, and then employees will in its true sense be the "assets" of the company. Mr. Narayana Murthy, Chief Mentor at Infosys is often quoted as saying *"Our assets walk out of the door each evening."* For employee being truly the "asset" to be demonstrable, a study like this is needed, particularly in the Indian context. With a higher PsyCap, it was theorized that employees shall have to expend less emotional labor and would have to be highly engaged in their work. There have been studies which have supported that personal resources like PsyCap are important predictors of work engagement. (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). For the engaged workers PsyCap helps them to influence their work environment and manage their work engagement. Hur, Rhee, & Ahn (2016) have shown that High PsyCap service employees are able to work more through deep acting rather than surface acting dimension of emotional labor, leading to lesser emotional exhaustion in turn affecting the turnover intention. PsyCap affects Organizational Citizenship Behaviour (Suifan, 2016) in turn improving the organizational climate, thereby coming closer to the ideal proposed by Sinha, J.B.P. (2008) of a Work-centric nurturant organisation. Because of the detrimental effects of the counterproductive work behaviors on organizations and employees, it is important to better understand the factors that influence these behaviors. Hence it becomes important to empirically test and validate an intervention module that would increase such an important personal resource i.e. PsyCap. It was also important to see the long term impact of imparting such a module. It can act as a reservoir of energy for employees to manage challenges. Does an increase in PsyCap lead to reduction of Counterproductive Work behaviours and increased Organisation Citizenship Behaviours? Does it

lead to reduction of emotional labor and increases the work engagement of employees? If these questions are answered, a contribution would be made in the field of organizational behaviour and organization effectiveness in particular. Relationships between PsyCap and workplace behaviors and attitudes have not been explored fully that too in India.

Another facet that has been studied is whether there are sector specific differences in PsyCap. Do certain sectors like consultancy services and healthcare attract and require employees with higher PsyCap since they need to work with people directly. The study also explored whether PsyCap, workplace behaviors and workplace attitudes differ significantly across different sectors.

1.10 Objectives of the study

1. To develop an intervention of psychological capital and validate the effectiveness of the PsyCap Intervention.

2. To study whether improving Psychological Capital(PsyCap) would help reduce negative workplace behavior Counterproductive Work Behaviour(CWB), Emotional Labor(EL) and enhance positive workplace behavior i.e. enhance Organizational Citizenship Behaviours (OCBs) and Work Engagement(WE).

3. To understand the relationship between dimensions of PsyCap and positive and negative workplace behaviors and emotions i.e. OCB, CWB, WE and EL.

4. To study if there is any difference in manufacturing and service sectors in terms of PsyCap, OCB, CWB, WE and EL.

5. To explore the differential relationships between PsyCap dimensions and workplace behaviors and emotions across sectors.

1.11 Hypotheses

Development of module of Psychological Capital

1. Psychological Capital dimensions will affect Organizational Citizenship Behaviours (OCB).

2. Psychological Capital dimensions will affect Counterproductive Work Behaviours (CWB) dimensions.

3. Psychological Capital dimensions will affect Work Engagement (WE) dimensions.

4. Psychological Capital dimensions will affect Emotional Labor (EL) dimensions.

5. Subjects with high PsyCap will differ from subjects with Low PsyCap on Organisational Citizenship Behaviour.

6. Subjects with high PsyCap will differ from subjects with Low PsyCap in Counterproductive Work Behaviour.

7. Subjects with high PsyCap will differ from subjects with Low PsyCap in Work Engagement.

8. Subjects with high PsyCap will differ from subjects with Low PsyCap in Emotional Labor.

9. There will be a significant difference in the post test PsyCap scores of subjects undergoing the PsyCap Development Intervention (experimental group) and the Non related (control group) Intervention.

10. The experimental and the control group will differ significantly on the post intervention scores of Organizational Citizenship Behaviors.

11. The experimental and the control group will differ significantly on post intervention scores of counterproductive Work Behaviors.

12. The experimental and the control group will differ significantly on the post intervention scores of Work Engagement.

Development of module of Psychological Capital

13. The experimental and the control group will differ significantly on post intervention scores of Emotional Labor.

2   Method

2.1   Research Design

Research was conducted in two phases.

Phase I

A survey was conducted of employees belonging to the identified organizations (n=534). On the basis of the survey, a median split was conducted dividing subjects into High PsyCap and Low PsyCap. The subjects above the median were considered as high PsyCap and the subjects equal to below the median were considered as low PsyCap. Subjects with Low PsyCap were invited to be part of the phase II of the study. Sector wise subjects with median values are given in the table below.

Sector wise distribution of subjects	No of Subjects	Median
Industrial and commercial services sector	n=158 Organization 1 (n=42) Organization 2 (n=59) Organization 7 (n=41) Organization 8 (n=16)	109 108 112 109
Healthcare sector	n =139 Organization 4 (n=139)	113
automobile and auto parts	n = 49	113

Development of module of Psychological Capital

sector	Organization 3 (n=49)	
chemical sector	n = 97 Organization 6 (n=97)	114
industrial goods sector	n = 10 Organization 5 (n=10)	103.5
pharmaceuticals and medical research sector	n = 81 Organization 9 (n=81)	117
Total	n = 534	

I

Scores of subjects with high PsyCap and low PsyCap were compared on workplace behaviors and workplace emotions. These were Counterproductive Work Behaviour(CWB), Organisational Citizenship Behaviour (OCB) , Work Engagement(WE) and Emotional Labor (EL).

This part of the study enabled the researcher to know the relationship between Psychological Capital and workplace behaviours and emotions in different sectors. Also this part of the study told us whether employees differ significantly in terms of OCB, CWB, EE and EL across sectors.

Phase II

This part of the study employed repeated measures Pre-Post intervention design where the low PsyCap subjects were assigned to an experimental and control group. The experimental group was then administered an intervention carefully designed to promote PsyCap variables, whereas the control group was given a skill based intervention spanning the same time frame.

Development of module of Psychological Capital

The experimental and control group were tested at baseline and after the intervention on the

CWB, OCB, EE and EL, and after an interval of at least two months.

	Pre Intervention	Intervention	Post Intervention	Follow Up
Experimental Group (n = 58)	Baseline measures of :	PsyCap Intervention	Retest measures of:	Retest measures of:
	a. OCB b. CWB c. EL d. EE		(n=58) a. OCB b. CWB c. EL d. EE	(n = 37) a. OCB b. CWB c. EL d. EE
Control Group (n = 48)	Baseline measures of :	Skill based Intervention	Retest measures of:	Retest measures of:
	a. OCB b. CWB c. EL d. EE		(n = 48) a. OCB b. CWB c. EL d. EE	(n = 23) a. OCB b. CWB c. EL d. EE

2.2   Variables

Independent Variable:

i.   Psychological Capital

Categorical Variables:

i.   Type of Organization: Sector to which organizations belonged to

Control Variables:

      i.   The Control group subjects and the experimental group subjects were from the same organization in order to control for the climate and culture of the organization

     ii.   PsyCap

Dependent Variables:

      i.   Emotional Labor

     ii.   Organizational Citizenship Behaviours

    iii.   Work Engagement

    iv.   Counterproductive Work Behaviours

2.3   Sample

2.3.1   Participants

1. The participants were 534 working professionals from different industries in Vadodara, Halol, Karamsad, Vapi and Mumbai. These were from an IT staffing solutions company, engineering services company, tire manufacturing company, a multi specialty hospital, a transformer and inductor manufacturing company, manufacturer of printing inks, a company providing coaching for civil service aspirants, a human resource consultancy and a pharmaceutical research company. Using the Thomson Reuters Business classification they belong to six different business sectors i.e. Industrial and commercial services sector, Healthcare sector, automobile and auto parts sector, chemical sector, industrial goods and pharmaceuticals and medical research sector (Thomson Reuters, 2012). These have been further regrouped by the researcher into four sectors i.e.Industrial and Commercial Services sector, Industrial, Automobile and Chemical Manufacturing sector (henceforth called manufacturing sector), Healthcare sector and Pharmaceutical manufacturing and research sector

The IT staffing solutions company subjects consisted of 42 employees from their accounting department. Since the company provides staffing solutions, they need the accounting specialists who form a part of accounts receivable department, a support department. There were 33 (78.57 %) males and 9 (21.43%) females in this sample. The accountants' age ranged from 21 years to 41 years with a Mean of 26.78 years (SD =4.42). Their work experience in the current organization ranged from 2 months to 8.1 years with a Mean of 2.44 years (SD = 2.11). The sample included subjects from billing, accounts receivable, accounts & finance and accounting timesheet departments. The educational qualifications of the subjects were H.S.C. (2), Undergraduate (2), Bachelor in Commerce (B. Com.) (19), Bachelor in Science (B.Sc.) (2), Bachelors in Business Administration (B.B.A.) (1), graduates (3), Masters in Commerce (M.Com.)(5), Post Graduate Diploma in Accountancy (PGDBA) (1), Post Graduate Diploma in Financial Management (PGDFM) (1), Post Graduate Diploma in Business Management (PGDBM) (2), Masters in business administration (MBA) (6), Masters in business administration(Finance) (MBA- Fin) (1) and Chartered Accountant (C.A.) (1). There were 9 subjects with two degrees to their credit and 2 with three degrees.

The engineering design and engineering consultancy provides services to refinery, petrochemical and oil and gas sector. There were 51 (86.44 %) males and 8 (13.56%) females in this sample. The subjects' age ranged from 23 years to 45 years with a Mean of 30.35 years (SD = 5.2). Their work experience in the current organization ranged from three months to 18.42 years with a Mean of 6.09 years (SD = 2.60). The sample included engineers from mechanical engineering, project development, project engineering, piping engineering, civil engineering, instrumentation engineering, administration and human resources (HR) department. The qualifications were Bachelor of Engineering (B.E.) (2), Bachelor of Engineering Mechanical

(B.E. Mech) (5), B.E. (Civil) (1), Bachelor of Technology (B.Tech) (1), Masters in Human

Resource Management (MHRM) (1), B.E. Mechanical (5), Masters in Technology (M.Tech) (1)

and PGDBA (1).

The tyre manufacturing plant produces radial tyres for cars, sports utility vehicles(SUVs),

light commercial vehicles(LCVs) and trucks in their plant near Halol. There were 46 (93.88 %)

males and 3 (6.12%) females in this sample. The subjects' age ranged from 19 years to 49 years

with a Mean of 28.3 (SD = 7). Their work experience in the current organization ranged from

three months to 7 years with a Mean of 2.73 years (SD = 1.36). The sample included employees

working in engineering (3), stock mechanical maintenance (1), curing mechanical engineering

(1), taxation (1), utility (5), technical (1), electrical department (3), Mixing department (2), Stock

department (3), Passenger car radial (PCR) department (1), PCR FF department (1), PCR cutter

department (1), truck body radial (TBR) department (4), (TBR) Final finishing(FF) department

(4)TBR curing department (1), quality assurance (QA) department (1), triplex department (2),

fischer cutter department(1), project purchase department (1), stock roll department (1), drawing

department (1), IT department (1) and HR department (3). The qualifications were Diploma (10),

Diploma in Mechanical Engineering (DME) (13), Diploma in electronics and communication

(1), Bachelor of Engineering (B.E.) (2), Bachelor of Engineering Mechanical (B.E. Mech) (3), B.

Tech (2), Bachelor of Engineering (metallurgy), Masters in Technology (M.Tech) (2), MBA (IT)

(1), MBA (1), Masters in Human Resource Management (MHRM) (1), and PGDHRM (1).

The subjects from the Hospitality sector consisted of 139 nurses working in a multi specialty

hospital in Karamsad Gujarat. The hospital is run by a trust providing medical services. There

were 136 (97.84 %) females and 3 (2.16%) males in this sample. The nurses' age ranged from 20

years to 55 years with a Mean of 34.95 (SD =10.237). Their work experience in the current

organization ranged from two months to 29 years with a Mean of 10.54 years (SD =9.237). The

sample included nurses from Neonatal ICU, surgery, cardiac unit, pediatric ward, chest ward,

ENT ward, medicine ward, oncology, operation theatre and the nursing office. The qualifications

were General Nursing and Midwifery(GNM) (96), Registered Nurse and Registered Midwife

(RN&RM) (24) and BPNA (2). There were 96 staff nurses and 39 Nurse-in-charges.

The sample also included a transformer and inductor manufacturing company. There

were 9 (90%) males and 1(10%) females in this company. The subjects' age ranged from 22

years to 45 years with a Mean of 4.92 (SD =3.91). Their work experience in the current

organization ranged from five months to 10.5 years with a Mean of 4.92 years (SD = 3.91). The

sample included subjects from production department (2), marketing department (3), quality

control (QC) department (2), QC – raw material department (1), design department (1) and

purchase department (1). The qualifications were Diploma in Electrical Engineering (DEE) (5),

Bachelor of Engineering Electrical (B.E. Elec) (4), Bachelor of Engineering (B.E.) (1) and MBA

(Marketing) (1).

The next group in the sample included employees from a plant which manufactures

printing inks for various applications like coatings and press chemicals. There were 94 (96.91 %)

males and 3 (3.09%) females in this sample. The employees' age ranged from 21 years to 61

years with a Mean of 39.28 (SD = 8.17). Their work experience in the current organization

ranged from ten months to 24 years with a Mean of 11.63 years (SD = 6.14). The sample

included employees from resin and varnish (R&V) manufacturing department (5), HR

department (6), Quality Assurance(QA) ink and flush lab(3), commercial department (2), resin

department (1), engineering department (9), energy cell (1), raw material(RM) stores (1),

production department (3), excise department (6), Festo Manufacturing (2), manufacturing flush

(1), safety department (4), QA (R&D), Engineering store department (1), technology R&D department (1), Beta Blue plant (1), ECC (1), pigment production (5), utility department (2), R&V Laboratory (4), Flush and ink laboratory (1), Flush and instrumentation department (2), electrical department (2), paste ink export oriented unit(EOU) (1), finished goods (FG) QA laboratory (1), pigment lab (1), raw material (RM) pigment lab, ink plant (1), planning (4), ISC (2), RM stores(2), manufacturing department (2), BRITO lab (4), quality control(QC) lab, BRITO production (4), SIP (1), engineering projects (3), pigment EOU unit (4), QA laboratory (1) and accounts department(1). The qualifications were Industrial Training Institute (ITI) (1), Diploma in Electrical Engineering (DEE) (1), Diploma in Mechanical Engineering (DME) (6), Diploma in Chemical Engineering (DCE) (6), B.Com. (15), B.A. (Engineering stenography) (1), Bachelor of Science (B.Sc.) Tech (1), B.Sc. (33), B.Sc. (Chem) (1), Masters in Science (M.Sc.) (6), M.Sc. (Instrumentation) (1), M.Sc. Chemistry (1), B.E. (6), B.E. Mechanical (5), B. E. Electronics and communication (E&C) (1), B.E. Chemical (2), B.E. Electrical (2),Diploma in HRD (1), Diploma in Industrial Safety (3), Masters in Labour Welfare (MLW) (1), Masters in Commerce(M.Com.)(1), Masters in Technology (M. Tech.) (1), Masters in Arts (M.A.) Energy manager(1), Chartered Engineer (1), Masters in Business Administration (MBA) (2), MBA (Marketing) (1), Doctor of Philosophy (Ph. D.) (1), Masters in Management Studies (MMS) (1), Graduate (1), Diploma holder (1) and 10th pass (1).

The next group consisted of employees from a company providing coaching for civil service aspirants in Mumbai, Nashik, Kolhapur, Nagpur, Solapur and Pune with headquarters in Mumbai. There were (97.84 %) males and (2.16%) females in this sample. The subjects' age ranged from 21 years to 72 years with a mean of 34.08 years (SD = 9.55). The sample included subjects from Teaching (8), accounts department (3), desk top publishing (DTP) (7), IT (1),

Administration department(4) and graphic designing department(1) from different locations. Their designations were faculty (8), marketing (1), counselor (2), librarian(1), office in charge or manager of a location(4), office boy(2), staff member (1) and marketing (1). Their qualifications were 10th pass (1), 12th pass (2), Third Year BA (1), B.A. (7), First Year B.Com (1), Third Year B. Com. (1), B. Com. (7), Bachelor of Business Administration (BBA) (1), Bachelor of Management Studies BMS (1), Bachelor of Education B. Ed. (6), Bachelor of Library Sciences B. LIB. (1), Master of Arts M.A.(8), MA SOCIOLOGY (1), MA HISTORY (2), Masters in Business Administration MBA(2), Masters in Personnel Management MPM (1), Master of Education M. Ed. (1), Masters in Commerce (M.Com.) (1), National Eligibility Test NET (1), State Eligibility Test(SET) (1), Master of Philosophy(M PHIL) (1), Master of Social work (MSW) (1), Bachelor of Engineering (B.E.) (1) and Doctor of Philosophy (Ph. D.) (1). Their work experience in the current organization ranged from five months to 10.5 years with a Mean of 4.92 years (SD = 3.91).

The next group of employees was from a human resource consultancy. The employees' age ranged from 22 years to 64 years with a Mean of 33.88 (SD = 11.33). Their work experience in the current organization ranged from five months to 8 years with a Mean of 2.44 years (SD = 2.50). The sample included employees from HR department (1), training department(4), marketing department (2), recruitment department(2), administration (3), business development (1) and GATE marketing department(3). The qualifications were B.Com. (3), B.E. (1), MBA (3), M.A. (1), Master of Arts (M.A.) Counseling (1), MHRM (1), MBA (Marketing) (2), MBA (HR) (1), Master of Social Work (MSW) (2), M.Com. (1) and B. Tech. (Electrical) (1).

The next group of subjects belonged to a pharmaceutical research and drug discovery company. The employees' age ranged from 32 years to 59 years with a Mean of 40.18 (SD =

5.29). Their work experience in the current organization ranged from five months to 25 years with a Mean of 10.00 years (SD = 6.30). The sample included subjects from Maintenance department (1), organic synthesis department (4), FDD (3), Environment, Health and Safety (EHS) department (1), Operations department (1), CRA department (1), FDD- solid oral (3), pharmacokinetic department (4), FDD- NDDS (4), analytical development (5), ADD (10), RQA (1), Formulation Development(2), Regulatory Affairs department (1), Central Analytical Laboratory (CAL) (3), PKD (2), R&D (Organic Synthesis) (1), CPU (1), Biopharmaceuticals department (1), Packaging Development department (3), commercial department (1), IRA (1), ADD Analytical R&D (1), Organic Synthesis department (1), Regulatory Affairs department (3), Corporate Quality department (3), OS (1), ICR (1), GPZT (1), CPU – Bioequivalence (1), Distribution (1), Biotechnology department (1), Accounts and Finance (1), ADD DM-EH (1), PMO (1), Formulation Development (R&D) department (1), Analytical Development department (1), Research QA department (1), IT department (2) and CQC (1). The qualifications were Diploma IT (1), B.A. (1), B. Com. (4), B. Sc. (2), B. Pharm (3), M.B.B.S. (4), B. Tech Mechanical (1), M.Sc. (20), M.Sc. (Chemistry) (5), M.Sc. (Organic) (7), M.Sc. (Analytical) (2), M.Sc. (Biotechnology) (2) M.Sc. IT (1), M.Sc. (Technology) (2), M. Pharm. (16), M. Pharm. (Pharmacology) (1), M. Pharm. (Industrial Pharmacy) (1), B.E. Mech. (1), B. E. Electronics. (1), B.E. (Electrical), PGDBM (1), PGP (Patent Law) (1), PG in Packaging (1), Diploma in safety (1), Diploma in Environment Management (1), M.D. (2), MBA (3), M. Tech (1), Ph. D. (2), Ph. D. Pharmacy (1), Ph. D. Chemistry (1), Ph. D. (Organic Chemistry) (1) and CIH (1)

2.4   Tools

To measure PsyCap, PsyCap questionnaire (PCQ) was used. PCQ is a self-report 24-item scale proposed by (Luthans, Youssef, & Avolio, 2007) and consists of items adopted from the

already established scales including efficacy scale (Parker, 1998), hope scale (Snyder C. R., et al., 1996), resilience scale (Wagnild & Young, 1993), and optimism scale (Scheier & Carver, 1987). Luthans and colleagues have used this scale in various studies and found that it produces reliable results. (Luthans, Youssef, & Avolio, 2007;Luthans, Avey, & Patera, 2008). To facilitate the state-like framing, the PCQ asks the respondent to describe how you think about yourself right now.

To measure Work Engagement Utrecht Work Engagement Scale (UWES), a 17 item scale was used. The UWES items are scored on a 7 – point frequency scale ranging from 1 never to 7 always. It is a three dimensional questionnaire including vigor, dedication and absorption. Meta analysis of the original and short version of the UWES indicates very good internal consistency for vigor, dedication and absorption. More particularly analyses across 33 samples (Total N=19940) from eight different countries revealed that sample weighted value for Cronbach's alpha for all three scales of original and short versions of the UWES exceeds .80. Moreover Cronbach's alpha for the composite score exceeds .90.

To measure Emotional Labor, Naring, G Britt, M. and Brouwers, A.(2007)'s Dutch Questionnaire on Emotional Labor was used. It consists of 13 items with 5 items assessing surface acting, 3 items assessing deep acting, 2 items assessing emotional consonance and 3 items assessing emotional suppression. The items are scored on a 7-point scale ranging from 1 to 7 with 1= "Very untrue of me"; 2= "Untrue of me" 3= "Somewhat untrue of me"; 4 = neutral; 5 = "Somewhat true of me"; 6="True of me" and 7 = "Very true of me"

To measure Organizational Citizenship behavior a scale using a 14-item measure developed by Podsakoff and MacKenzie (1994) will be used. The scale uses a 7-point scale ranging from (1) strongly disagree to (7) strongly agree. Sample items are: 'Willingly gives of

his or her time to help other agents who have work-related problems,' 'Attends functions that are not required but help the agency/company image,' and 'Consumes a lot of time complaining about trivial matters' (reverse-scored). Based on the findings and recommendations of LePine et al. (2002), these items were aggregated to create an overall measure of OCB. Cronbach's alpha for this scale was 0.87.

To measure Counterproductive Work Behaviors, Bennett and Robinson(2000)'s measure of CWB was used. It consists of 12 items consisting of organizational deviance ($\alpha = .81$), 7 items assessing interpersonal deviance ($\alpha = .81$), Participants indicated the extent to which people did participate in the activity by indicating it on a 5-point Likert scale as follows: 1= "Never" 2 = once or twice a year 3 = several times a year 4 = once or twice a month 5 = weekly.

2.5 Procedure

Data was collected in nine different organizations described earlier. For this study the researcher needed cooperation from the HR department and the respective training departments as well. The HR department was approached with the proposal to be part of the study. Once they agreed to be part of it, the different departments were approached by them and it was agreed that on a predefined day the researcher would be present to collect the data from the participants. The timing of data collection was identified so that maximum number of would be participants could be tapped. e.g. for the hospital it was decided to do the data collection when the first shift nurses would have completed their shift and the second shift nurses would be starting their shift. This was worked out so that data could be collected efficiently. The participants were given the survey both in English and Hindi except the educational institute where the survey was in English and Marathi. The responses were collected by the researcher. Each group was handled independently. The median PsyCap for each of the group was calculated and those participants

who equal or below the PsyCap median were invited for the training. The participants were matched for PsyCap scores and were assigned either to the experimental group or the control group. Two day training program described in detail in the chapter on module development was administered to the participants. At the end of the program, the participants filled up the follow up survey, the feedback for the training program and the actions plans for the training. After a minimum gap of three months and as per the availability of the participants, the follow up survey was also administered to the participants who underwent the training. Appropriate statistical procedures were applied.

3   Results and Discussion

To understand the relationship between PsyCap dimensions and workplace emotions and workplace behaviors, correlation coefficients were computed between PsyCap dimensions and OCB, CWB, WE and EL.

Hypothesis 1 explores the relationship between PsyCap and OCB. PsyCap is significantly correlated with OCB but the strength of the relationship is not high. ($r = .11$, $p = .001$) Hence it appears that though a significant relationship exists between PsyCap and OCB, the relationship is weak. Amongst the three dimensions of OCB, only sportsmanship shows a significant but weak relationship with PsyCap, leading us to the conclusion that High PsyCap subjects may not be very helpful and may display civic virtues sparingly though they may display sportsmanship behaviors.

A look at the correlation matrix also suggests that PsyCap is negatively correlated to CWB([$r = -.16$, $p = .001$) . Hypothesis 2 explored whether PsyCap would impact CWB. This correlation leads us to the conclusion that higher the PsyCap, lesser are the behaviors which hurt colleagues and the organization as a whole.

A look at the correlation matrix suggests that PsyCap is significantly correlated to WE (r = .56 , p = .001) with all its dimensions having a correlation coefficient in the range of .30's. This upholds Hypothesis 3, which said that PsyCap will affect WE. PsyCap dimensions are significantly correlated with all dimensions of EL except surface acting. The strength of the relationship is not very high. (r = .15 , p = .001) Hence it appears that though a significant relationship exists between PsyCap and EL, the relationship is weak. Only surface acting is negatively correlated(r = -.06 , p = .001). The strongest correlation amongst the dimensions of PsyCap and EL is between Efficacy and Surface acting (r = -.11 , p = .001) .

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Table 1 showing relationship between PsyCap Dimensions and Workplace Behaviors and Workplace Emotions

	Efficacy	Hope	Resi Lience	Opti Mism	PsyCap	Work Eng	Vigor	Dedic Ation	Absor Ption	Emo Lab	Surf Ace Acting	Deep Acting	Emot Conso Nance	Emot Suppr Ession	OCB	Hel Ping	Spots manship	CIVIC VIRTUE	CWB	CWB I
Efficacy	1																			
Hope	.57**	1																		
Resilience	.46**	.49**	1																	
Optimism	.34**	.30**	.30**	1																
PsyCap	.70**	.71**	.70**	.63**	1															
Work Eng	.39**	.45**	.42**	.32**	.56**	1														
Vigor	.33**	.37***	.40**	.19**	.37**	.68**	1													
Dedi Cation	.38**	.50**	.31**	.28**	.45**	.79**	.63**	1												
Absor Ption	.28**	.27**	.28**	.15**	.32**	.82**	.52**	.49**	1											
EL	.03	.05	.18**	.09*	.15**	.15**	.12**	.09*	.04	1										
Surface Acting	-.11*	-.06	-.02	-.07	-.06	-.07	-.07	-.06	-.11*	.72**	1									
Deep Acting	.09*	.12**	.23**	.04	.14**	.17**	.21**	.15**	.10*	.74**	.36**	1								
Emot Conso	.21**	.12**	.25**	.17**	.26**	.22**	.18**	.17**	.11*	.58**	.18**	.36**	1							
Emot Supp	.05	.04	.15**	.13**	.10*	.15**	.20**	.12**	.08	.65**	.18**	.38**	.38**	1						
OCB	.10*	-.03	-.01	.18**	.11**	.10*	-.03	.05	.09*	-.04	-.02	-.08	.06	-.08	1					
Help Ing	.06	-.05	-.04	.07	-.00	-.02	-.08	-.02	.03	-.06	-.01	-.06	.01	-.06	.93**	1				
Sports Manship	.15**	.06	.03	.20**	.14**	.15**	.18**	.16**	.10*	-.08	-.12**	-.07	.08	-.01	.52**	.28**	1			
Civic Virtue	.08	-.03	-.03	.10*	.02	.02	-.05	.02	.08	-.05	.01	-.06	.02	-.11*	.87**	.83**	.29**	1		
CWB	-.20**	-.18**	-.17**	-.07	-.16**	-.19**	-.22**	-.20**	-.16**	.07	.22**	-.06	-.04	-.09*	.01	.01	-.09*	.00	1	
CWB I	-.17**	-.14**	-.13**	-.10*	-.16**	-.22**	-.19**	-.20**	-.19**	.02	.19**	-.06	-.04	-.13**	-.01	.02	-.10*	.02	.89**	1
CWB O	-.19**	-.19**	-.18**	-.09*	-.21**	-.21**	-.19**	-.19**	-.14**	.06	.21**	-.04	-.06	-.05	-.01	.02	-.07	.00	.94**	.71**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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To understand the predictive power of PsyCap, a regression analysis was performed and the results are given in Table 2 through 5.

Table 2 Effect of PsyCap Dimensions on Work Engagement

PsyCap	Vigor			Dedication			Absorption		
	B	β	t	B	β	t	B	B	t
Efficacy	.15	.11	2.16*	.12	.12	2.47*	.18	.13	2.55*
Hope	.26	.18	3.58**	.37	.35	7.30**	.15	.11	2.11*
Resilience	.38	.26	5.57**	.06	.05	1.22	.22	.16	3.27**
Optimism	.05	.03	.75	.13	.12	2.88**	.04	.03	.56
F		35.20**			46.91**			17.22**	
R		.46			.51			.34	
R^2		.21			.26			.12	
Adj R^2		.20			.26			.11	

Table 2 shows that changes in PsyCap (Efficacy, Hope, Resilience and Optimism) scores were significantly able to predict variance in Work Engagement (vigor, dedication and absorption) scores. The linear regression model explained 21% of the overall variance in vigor of subjects, 26% of dedication experienced by subjects and 17% of absorption experienced by subjects. When we look at the individual components of PsyCap and significance of their t scores, it suggests that efficacy and hope significantly contribute to the explanation of vigor,

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dedication and absorption, while resilience significantly contributes to the explanation of vigor

and absorption.

Table 3 Effect of PsyCap Dimensions on Emotional Labor

PsyCap	Surface Acting			Deep Acting			Emotional Consonance			Emotional Suppression		
	B	β	t	B	β	T	B	B	t	B	β	t
Efficacy	-.16	-.12	-2.41*	-.02	-.02	-.34	.08	.13	2.41*	-.03	-.03	-.47
Hope	-.01	-.004	-.07	.03	.03	.49	-.04	-.08	-1.4	-.06	-.06	-1.12
Resilience	.07	.05	1.0	.25	.23	4.54**	.12	.20	4.10**	.16	.16	3.15**
Optimism	-.06	-.04	-.79	-.03	-.03	-.57	.06	.10	2.14*	.12	.11	2.41*
F		2.01			7.27**			12.23**			4.87**	
R		.12			.23			.29			.19	
R^2		.02			.05			.09			.04	
Adj R^2		.01			.05			.08			.03	

Table 3 shows that changes in PsyCap (Efficacy, Hope, Resilience and Optimism) scores

were significantly able to predict variance in emotional labor (especially deep acting, emotional

consonance and emotional suppression) scores. The linear regression model explained 5%, 9%

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and 3% of the overall variance in deep acting, emotional consonance and emotional suppression respectively. When we look at the individual components of PsyCap and significance of their t scores, it suggests that resilience and to some extent efficacy, significantly contributes to the explanation of deep acting, emotional consonance and emotional suppression while optimism significantly contributes to the explanation of emotional consonance and emotional suppression.

Table 4 Effect of PsyCap Dimensions on OCB

PsyCap	Helping			Sportsmanship			Civic Virtue		
	B	β	t	B	β	t	B	B	t
Efficacy	.41	.13	2.42*	.18	.14	2.67*	.15	.13	2.32*
Hope	-.37	-.12	-2.20*	-.05	-.04	-.75	-.13	-.10	-1.83
Resilience	-.19	-,06	-1.21	-.09	-.07	-1.40	-.08	-.07	-1.27
Optimism	.27	.08	1.72	.26	.19	4.09**	.14	.10	2.22*
F		3.05*			7.78**			3.30*	
R		.15			.24			.16	
R^2		.02			.06			.02	
Adj R^2		.02			.05			.02	

Table 4 displays there is a relationship between a participant's PsyCap and OCB. Changes in PsyCap (Efficacy, Hope, Resilience and Optimism) scores were significantly able to

predict variance in organizational citizenship behavior (helping, sportsmanship and civic behavior) scores. The linear regression model explained 2%, 6% and 2% of the overall variance in helping, sportsmanship and civic behavior respectively. When we look at the individual components of PsyCap and significance of their t scores, it suggests that efficacy significantly contributes to the explanation of helping, sportsmanship and civic behavior while hope significantly contributes to the explanation of sportsmanship and optimism contributes significantly to sportsmanship and civic virtue.

Table 5 Effect of PsyCap Dimensions on CWB

PsyCap	CWB I			CWB O		
	B	β	t	B	β	t
Efficacy	-.09	-.11	-1.90*	-.12	-.09	-1.72
Hope	-.04	-.05	-.83	-.11	-.09	-1.63
Resilience	-.05	-.05	-1.06	-.12	-.09	-1.8
Optimism	-.03	-.03	-.61	-.002	-.002	-.03
F	4.6**			7.04**		
R	.18			.23		
R^2	.03			.05		
Adj R^2	.03			.04		

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Table 5 confirms that changes in PsyCap (Efficacy, Hope, Resilience and Optimism) scores were significantly able to predict variance in counterproductive work behavior (individual and organization) scores. The linear regression model explained 3% and 5% of the overall variance in individual and organization counterproductive work behavior respectively. When we look at the individual components of PsyCap and significance of their t scores, it suggests that efficacy significantly contributes to the explanation of individual counterproductive work behavior.

Table 6 showing mean differences between participants in High and Low PsyCap participants

	High PsyCap		Low PsyCap			
Variables	Mean	SD	Mean	SD	t	Sig
Vigor	31.82	6.60	35.69	3.97	-8.33	.000
Dedication	27.88	4.417	30.97	3.18	-9.34	.000
Absorption	30.58	5.07	33.27	5.23	-6.04	.000
Surface acting	17.72	5.31	16.92	5.57	1.71	.088
Deep acting	12.93	4.05	14.06	4.34	-3.10	.002
Emotional Consonance	10.40	2.36	11.21	2.20	-4.08	.000
Emotional Suppression	13.70	3.90	14.53	3.82	-2.48	.013
Helping	33.28	11.05	33.78	13.48	-.47	.642
Sportsmanship	19.07	4.79	20.37	5.43	-2.90	.004
Civic virtue	13.35	4.51	13.85	5.50	-1.14	.257
CWB I	9.97	3.82	9.18	3.28	2.57	.011
CWB O	15.33	5.37	13.84	4.42	3.51	.000

Using an independent t-test, it was confirmed that amount of vigor, dedication and absorption displayed by highPsyCap subjects was significantly higher than low PsyCap subjects. In case of emotional labor dimensions, high PsyCap subjects displayed more surface acting than low PsyCap subjects but the significance level was not high. The independent t-test confirmed that deep acting, emotional consonance and emotional suppression were on the higher side for high PsCap subjects. The t-test also confirmed that High PsyCap subjects displayed sportsmanship to a significant level but did not display significantly higher helping behaviors and civic virtues. The t-test confirmed that High PsyCap subjects displayed significantly lower counterproductive workplace behaviors, both organizational as well as individual.

The analysis of the impact of the module on PsyCap using an ANCOVA is still in progress. The above results show that PsyCap affects workplace emotions i.e. WE and EL. Only efficacy dimension of PsyCap has an effect on OCB and CWB

Module Development

4   Module Development

The Module

4.1   Background

The present module was developed with the aim of developing Psychological Capital (PsyCap) in the participants. The module was a 16 hour module spanning two days. Since it involved developing four components of PsyCap viz. self efficacy, optimism, resilience and hope, each of the component was given approximately four hours each. The broad outline of the module is given below:

4.2   Broad outline of both the Modules

Session	Duration	Intervention Group		Control Group	
		Session Title	Objectives	Session Title	Objectives
I	50 minutes	Welcome and Icebreaker "Peaks and valleys" With strength envelopes	Welcome the Participants. Clarify Objectives. Trainer Introduction	Welcome and Icebreaker	Welcome the Participants. Clarify Objectives. Trainer Introduction
II	30 minutes	Preliminary: Psychological Capital Puzzle Solving	To understand the concept of Psychological Capital To know the final destination before we jump into doing things	Explain the overall Program	To understand the Program Outline
		Hope Development		Team Building	

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Session	Duration	Intervention Group		Control Group	
		Session Title	Objectives	Session Title	Objectives
III	60 minutes	Personal Vision	To draft A Personal Vision	Is a team effective or an individual?	Difference between Team and an individual output
IV	60 minutes	Generate personal and work related goals and steps to achieve them	Understand connection between vision, goals and pathways to the goals	Dimensions of an Effective team	Factors which affect Teamwork: • Effective communication • Problem solving ability • Managing conflict
V	60 minutes	What are the obstacles to these goals? What are the alternate pathways?	Obstacle Planning; Thus operationalizing Hope	How a vision of team goal helps cement a team	Significance of vision for a team
	30 minutes	Qualitative Feedback		Qualitative Feedback	
		Optimism Development		Communication Skills	
VI	60 minutes	Learned Optimism Formation of Optimism	What is Optimism Our sense of Self (expressed through Self Talk), Environment, Experience	What is Communication? Factors affecting communication	Understand the process of communication and ways of improving it

Session	Duration	Intervention Group		Control Group	
		Session Title	Objectives	Session Title	Objectives
VII	60 minutes	Optimism can be learned	Thought catching, Thought evaluation, Accurate explanation and decatastrophizing	Guides and Travellers	Developing Empathy
VIII	60 minutes	Applying Learned Optimism	Share the new interpretation window with other participants	Obstacles to communication	How to overcome gaps in communication
	30 minutes	Qualitative Feedback		Qualitative Feedback	
		Efficacy/Confidence Development		Problem Solving	
IX	60 minutes	The Success sequence! Sharing of success stories of self and similar others	Vicarious learning and emotional arousal leading to confidence development	Nature of Problem Solving; The stages of Problem solving	To understand the process of problem solving.
X	60 minutes	Strengths displayed during the above sharing	Inventory the resources present in self and others.	Problem solving in action: Taking some cases and studying them	Common mistakes in stages of problem solving
XII	60 minutes	Integrate the previous goals through four	Identify the sub-goals as milestones to	Creative Thinking Skills	Lateral thinking skills

Session	Duration	Intervention Group		Control Group	
		Session Title	**Objectives**	**Session Title**	**Objectives**
		sources of efficacy, i.e. task mastery, modelling, or vicarious learning, social persuasion and positive feedback	goal accomplishment, and inventory the strengths present in the individuals; thereby creating an imaginal successful experience.		Competencies that help expressing creativity
	30 minutes	Qualitative Feedback		Qualitative Feedback	
		Resilience Development		Conflict Management	
X	60 minutes	Bounce Back!	To share the stories of people with great resilience	Conflict is inevitable!	Moderate level of conflict can be beneficial provided it is handled well.
		The Matchstick Activity	To bring forth asset based resilience development		
XI	60 minutes	Identify recent personal setbacks. Write immediate reactions to the setback. Frame these in terms of impact, control and options.	To accurately frame the personal setback and thereby increasing the probability of bouncing back and growth	Managing conflict	Understand my conflict management style and also understand the win- win way of managing conflict.

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Session	Duration	Intervention Group		Control Group	
		Session Title	Objectives	Session Title	Objectives
	30 minutes	Qualitative Feedback		Qualitative feedback	
	60 minutes	Cushion Time			
XII	60 minutes	Closure and Overall feedback			

Both the above interventions are based on the **experiential learning methodology**. The methodology is based on the experiential learning cycle by Kolb (1984). It involves four different learning stages. It begins with the first stage of concrete experience. Here the learner undergoes an immersive experience. The learner then observes herself/himself and reflects on the thoughts, feelings generated during the experience. These reflections make the experience unique and personal. The second stage of observation and reflection leads to formation of a generalization _an abstract concept. Abstract conceptualization is the third stage of the learning cycle. The unique experience now connects with theories. The essence of the experience is derived during this phase. The learner is now ready to enter the application stage. This is done by testing the generalizations derived in the previous stage, in a new situation.

The reason for selecting this particular methodology was that it is learner centered. This helps learner engagement, reduces the threat level in the learning environment. (Sugar & Whitcomb, 2006). Also the experiential learning methodology was used because learning through direct experience has been found to be most effective for adults (Hattie et al, 1997; Kayes, 2002; Meyer, 2003; Williams, Graham and Baker, 2003 as cited in Bangari, 2015).

The details of both the modules are given below:

4.2.1   The Intervention Module

The module was titled Metamorphosis. Merriam Webster dictionary defines Metamorphosis as "a typically marked and more or less abrupt developmental change in the form or structure of an animal (such as a butterfly or a frog) occurring subsequent to birth or hatching e.g. *the metamorphosis of caterpillars into butterflies*" (Metamorphosis, n.d.) The impact of growth of the four components of PsyCap would be equivalent to a major change in the psychological characteristics of the individual. This module was visualized as an important milestone in an individual's growth and hence the name.

4.2.1.1   The Icebreaker

The intervention started with a prayer with the participants' permission. The participants were invited to sing a prayer which they have learnt currently or in the past. A volunteer would start the prayer and then the facilitator and others would join in. After the prayer the methodology used was explained. The next phase was the icebreaker. It is important to have the icebreaker because it creates an environment of psychological safety. This also helped the facilitator introduce the module in a non threatening manner. The icebreaker selected was "Peaks and Valleys". It is a simple graphic format, where the participants were asked to map out their life/career (Sibbet, 2010). The visual so prepared (See Appendix 1 for an example) was then shared by the participants with other participants on their table. A parallel activity was also given to the participants called "Strength Envelopes" (Thiagarajan, 2009). All the participants were to write their name on an open envelope. While they were listening to the "Peaks and Valleys" visual being shared by their fellow participant, they were to write down a strength that they may observe in the person who is sharing. This slip would be added to the participant's envelope at the end of sharing. The strength envelope would then be used in the module on Self efficacy.

After the sharing the participants were comfortable with each other and the objectives of the program i.e. developing self efficacy, hope, resilience and optimism were shared with them. If they had any doubts, questions they could ask at that time.

4.2.1.2   Module on Hope Development – Puzzle making

The participants were seated in small groups usually of five members. Each group was given pieces of a wooden puzzle in a bag. They were asked to solve the puzzle. The outline of the puzzle is given in Appendix 2. The puzzle pieces had no obvious hints regarding what was to be created. Everyone started instantaneously, as the puzzle was designed with some obvious jigsaw patterns. After working for some time, someone in the whole group would ask, "What are we making?" This question was asked to all the other groups and their input was taken. The answers varied from it being a "Ganpati" (an Indian idol) to a sparrow, a camel, or a picture given on the bag containing the puzzle pieces. Finally, it was revealed that the puzzle pieces made up a rectangle. Also a frame was given to each group to fit in the puzzle pieces. After the solution was ready, the debriefing was done to get them to the learning arena. This involved questions like what happened, what was learned, what skills and knowledge were acquired in the activity. (Sugar & Whitcomb, 2006)

The initial reaction of the participants was to start working without asking or deciding what was it that they were making. The learning that was brought forth was that most people get into the "Activity trap" i.e. do the first and the most obvious activity without thinking whether this activity would bring them closer to the target or the goal in mind. The concepts behind "Begin with the end in mind" was taught or elicited from the participants.

Some other behaviors that were seen were need for the participants to reorient the fitting of the longer side pieces of the rectangle. Sometimes in life things may not happen as we would like them to be, pushing us to reorient. e.g. the researcher wanted to be a medical doctor, but the

percntage in HSC examination were lesser than acceptable. So the reorientation was moving from science stream to arts stream. Thus the focus was on gleaning teachable moments from the game content and the participant behaviors. The similarity between the puzzle activity and life purpose was brought out. How we may sometimes work with obvious solutions like a parent is an engineer or a doctor and the son/daughter follows suit. Each of us has unique combination of talents and strengths which are misaligned and have to be reoriented. Also only when, we have a plan or an outline (in this case a rectangle) as a guide does it help the team and the participants toward progress. Thus defining a purpose in life is a very important aspect leading to a purposeful life. Also, examples from real life were provided (Lala, 2009). These included examples from how ambition and purpose, how career and purpose were interrelated. There was discussion too regarding whether purpose was acquired or instinctive. A questionnaire "The Journey" was then distributed to the participants (See Appendix 3) The questionnaire is based on the chapter on begin with the end in mind in The 7 habits of highly effective teens (Covey, 2004). After the participants completed the questionnaire and were able to tentatively write a vision statement, slides on "Live a life that matters" were presented with the last slide being_ "Living a life that matters doesn't happen by accident. It's not a matter of circumstance but of choice. Choose to live a life that matters"_ (unknown, a-life-that-matters, nd). This would normally coincide with the Lunch break and the participant who had not completed the vision statement, would also be able to catch up on the vision statement.

4.2.1.3   Module on Goal Setting and obstacles to the goals

The next topic covered was Goal setting. This involved an activity where participants had to create a game out of the material that was given. The materials included were four finger play-shoes and two balls. The participants created many different games from the material given but, whichever game they may create, they needed to have a "goal" or a "target". Thus the

significance of goal setting was brought out. Then a questionnaire (see appendix 4) connecting the vision, the goal that the participants identify and the steps to reaching the goal are identified. These were then shared with the other group participants. The other participants were told to play the devil's advocate and question the steps the participant would take, was this the only way to reach the goal that was identified. The discussion led to identifying more than one pathway to reach the identified goal. Hope development focuses on goal design, pathways generation and overcoming obstacles (Luthans, Avey, Avolio, Norman, & Combs, 2006). The participant may use the outcome of this exercise to chalk out the action plans at the end of the program.

4.2.1.4   Module on Optimism Development

The module began with defining optimism (Goleman, 2004, p. 88). A general discussion followed about optimism and sharing of a story of one armed Judo competitor coached by a Japanese teacher (unknown, 2007). Then the participants were asked to solve a crossword puzzle (Thiagarajan & Tagliati, 2011). Special care was taken during the distribution of crossword puzzle. Unknown to the participants out of 20 participants a group of 5 or 6 participants had received the tough crossword (see Appendix 5) and the remaining participants had received the easy crossword (see Appendix 6). The answers being the same, the difficulty level of the two crosswords varied. In the tough crossword, the clue for the word 'CAT' was "a feline mammal". In the easy crossword, the clue for the word 'CAT' was "an animal that says meow". The participants had been instructed to get up once they finished the puzzle. As the "easy puzzle" participants finished the crossword early, the reaction of the other participants was noted by the facilitator. In the debriefing the thoughts arising after completion, non completion of the cross word were shared and the participants were asked the reason for the thought process. Skillfully, the facilitator made the participants share the "self talk" that was being generated. Were the attributions being made to internal or external causes when the participant was "successful" or a

"failure" at solving the crossword puzzle? Were these attributions permanent or temporary? Were these pervasive or specific? This brought forth the explanatory style of the participants. Then Seligman's (1998) definition of Optimism was shared. The participants also practiced applying this attribution style to their personal success and failure through a personal reflections exercise handout (Appendix 7) inspired fron Luthans, Youssef, & Avolio, (2007). Benefits of optimism were shared. Some additional tips were given such as what do we tell ourselves in case of a positive event or a negative event, techniques of maintaining a positive self talk, maintaining an optimism journal, and so on (MacDonald, 2004). The participants were voluntarily asked to share their new interpretation of a positive and/or a negative event. Usually this would be the conclusion for the day.

4.2.1.5   Module on Self Efficacy Development

Day 2 began with another prayer by participants and the facilitator. The prayer used by the facilitator was "Hum ko man ki shakti dena" which contained the significance of self belief a component of self efficacy. The day started with a recap of what was learnt and was personally significant for the participants. Then poem "The Little Blue Engine" by Shel Silverstein was shared. What supports and separates positive psychology from self help books is the research and different applications which are researched and then applied. Hence it is not "empty talk". Then a parable "Animal School" (McGrath, 2011) was shared. The learning point was each of us has some special talents and we need to work on those talents and strengths. How do the participants get to know their special talents? The "strength envelopes" created the previous day during the icebreaker were opened by the participants to know/reinforce their strengths. They were asked whether they agreed with the strengths noted down. Also, were there any surprises or things which they did not agree with? If so, these were discussed and processed.

The participants were then given the handout of "Tree of Life" (Biswas-Diener, 2000). The participants had to write down the different areas marked out. **The supporting resources** were the people or the things that supported and developed them symbolized in the diagram through the soil that surrounds a tree. **Values** were the beliefs around which the participants would like to anchor their lives. These would be the principles on which they would base their priorities. Becoming aware of one's values would stabilize one like the roots of a tree. Participants would activate their values through their **strengths,** the qualities that they are naturally good at. As the trunk of the tree, the strengths provide a solid core of abundant energy and personal mastery. The boughs of the tree represent important **Life Domains.** These could be relationships, health, work, spirituality, important aspects of one's life. **Developments** are the outcomes of all the areas of participants lives. These may be both positive and negative. This may include lush green canopy and also rotten fruits or dead limbs. The participants are asked to focus on a particular domain and are asked to work out how to improve in that area or how did one use one's strength for the development of that particular domain. The group members are asked to share how they developed a particular domain. After debrief the participants are asked for commonalities which emerge. These are then shared by all the groups on the whiteboard. The definition of PsyCap Efficacy was shared by the facilitator. "One's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context." (Luthans, Youssef, & Avolio, 2007).

Typical characteristics of PsyCap efficacy were also shared. These were:

a) PsyCap Efficacy is domain specific;

b) It is based on practice or mastery;

c) There is always some room for improvement;

d) It is influenced by significant others.

Tips were shared to increase and maintain PsyCap Efficacy. These included searching or creating opportunities to experience mastery or success, vicarious learning and/ or Modeling, social persuasion and positive feedback and psychological and physiological arousal and well being.

4.2.1.6 Module on Resilience Development

The resilience module started with sharing of lifelines of the participants in the icebreaker. This was included because storytelling helps in developing personal resilience. (East, Jackson, O'Brien, & Peters, 2010) It also celebrates the hardiness of participants. This was reinforced by the stories of Mr. Alexis Leon (Leon, 2007) and Victor Frankl (Frankl, 2004). The facilitator then asked the participants to share a few experiences where they had taken risks, succeeded or failed and how they had bounced back. In order to be more resilient, some actions were asked to be done during their daily life (e.g. Volunteered for something new and difficult, travelling out of one's state/abroad, trying a new food, taking a different route to a familiar place, just for change). In order to bring the participants' resilience to fore, their assets like education, experience, knowledge, skills and abilities were pointed out by the facilitator. The participants were asked also to mitigate the challenges by avoiding factors like unhealthy eating habits. The session ended with participants preparing action plans to develop themselves in an area of their choice. This was later followed up by the facilitator at a later date.

4.2.2 Control group Intervention module

The module was titled Sukriti. Sukriti means "doing something well". One can do something well if one has the skills required to do it well.

4.2.2.1 The icebreaker

The module started with the icebreaker. The icebreaker involved the participants using their analytical skills. This icebreaker lock and key was based on identifying the commonalities so that the participants could find a lock for the key that they held and finding a key for the lock that they held. They could also leverage the information gathered by mingling with all the participants. (Jones, 1995). Then the concept of leverage was connected to the concept of skills that were to be learnt in the current program.

The four skills that were the focus of the program were communication skills, team building skills, problem solving skills and conflict management skills.

4.2.2.2   Communication Skills

The communication module started with an activity called "Eye, Hand, Mouth". The participants were seated in small groups usually of five members. Each group was asked to give a name to their group. This group would be used for subsequent activities also. Once a name was given to each of the group, each group was asked to identify who would play different roles for the activity. The roles that they were to play were called, Eye, Hand, Mouth, Observer and Inspector. Once the roles were finalized, the person playing the role of "Eye" was asked to come to an identified area with a pen and paper. The "Eyes" from all the groups were instructed at the same time. They were asked to choose a card from a deck of five cards. The cards contained different structures outlined which could be created using six different Lego bricks of 8x2 (Ur, 1988). They were then asked to write down the instructions on the paper to create the structure. Drawing the structure was not allowed. The facilitator had kept the Lego bricks under wraps so participants may or may not assume that their group members would be "making" or drawing the structure. While the "Eyes" were writing down the instructions, the other group members were given a jumbled sentence to solve (see appendix 8). The remaining group members were to rearrange the words/to form a meaningful sentence. Thus they would be solving the cryptogram

while the "Eyes" finish writing down the instructions. In the meantime, the "Hands" of the group was blindfolded. The "Inspector" was assigned to a group other than their own to make sure that all the rules were followed. The "Observer" was told to observe how communication was taking place and he/she would have to report once the exercise would be over, what exactly happened. Once the "Eyes" finish writing down the instructions, they were asked to hand over the paper to the "Mouth" of the group. Mouth was allowed to understand the contents given by the "Eyes" and give instructions to the "Hands" to create the structure. The "Hands" were allowed to touch the material that was dispensed. The "Mouth" was not allowed to touch the material that was dispensed. The material included six LEGO Bricks and some additional bricks too.

Once the structure was ready, the "Eyes" would be called to inspect and share the original card. Each team would be marked on the basis of correct position of the brick and color of the brick. Hence each team would get marks out of 10 or 12 depending on the structure. The debriefing that followed involved sharing of the cycle of communication and each of the components of the cycle. The facilitator then led the discussion to tips on making one's communication effective.

4.2.2.3   Sukriti: Team Building Skills

The experiential exercise called as "Alone and Together" (Thiagarajan, 2007) was adapted for conveying the message of using teamwork only when essential. The activity involved dividing the whole group into even subgroups. Each was either given the Team condition first and the individual condition next and vice versa. In the team condition, the subgroup was given a mini Sudoku (blocks of 6 x 6) to solve. (Thiagarajan, 2007) In the other subgroup, the same Sudoku was given but individual members had to solve it by themselves (Thiagarajan, 2007). The timing for each of the group was noted on the whiteboard. The conditions were reversed in the next round. The group which was asked to solve the Sudoku alone, were given to solve a new Sudoku as a team (Thiagarajan, 2007), and the group which had solved the previous Sudoku as a

team, was asked to solve the Sudoku individually (Thiagarajan, 2007). The timings were noted. A discussion followed which brought out whether a team performed better or individuals performed better. It was found that the best performers were often individuals in the first round but their performance was overshadowed by other team members who did know how to solve a Sudoku. In the second round often the teams performed better because, by then, those members who did not know how to solve a Sudoku, had learnt it from other members. Also, team members worked in unison. Thus it was concluded that teams could do better than individuals given that the following conditions were satisfied. These were:

1. The team members must have shared goals or a reason for working together.

2. The team members must be interdependent. (i.e. they perceive that they need one another's experience, ability , and commitment in order to arrive at mutual goals)

3. The team members must be committed to the idea that working together leads to more effective decisions than working in isolation.

4. The team must be accountable as a functioning unit within a larger organizational context.

The definition of a team was shared. "A team is a small number of people, with complementary skills, who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable" (Katzenbach & Smith, 1993). The team performance curve was explained. The process of team building involved having a common purpose. This was brought out by an adaptation of the experiential exercise "Broken Squares" (Pfeiffer & Jones, 1969). It involved forming sub groups of five members each. Each group was given a set of Broken Squares. The facilitator introduced the exercise

with the aim that all the groups had to finally create a set of five squares of equal size from the material given to each member. The rules to be followed were as follows (Gandhi, 2001):

a) No member was allowed to communicate to the others in any way, by speech or gesture.

b) No member could ask for or take pieces from another member.

c) Members were free to give pieces to each other or receive pieces from others in the team.

d) Members must give the pieces to someone and not just throw them in the middle.

e) All the pieces must be used up.

f) No member may leave the table.

g) No communication or exchange of materials with other teams.

After the signal by the facilitator the activity began and the facilitator with the help of the observers, made sure that the rules were followed and also noted down the participants who were willing to give away the pieces, participants who made the first square, participants who broke an assembled square first and gave away the pieces to others, participants who were reluctant to break the squares once they were made, what was the impact of such behaviors on the team and participants who looked around and assessed the needs of other members and gave them the pieces that they needed. The facilitator also noted down any other behavior that helped or hindered the team performance.

After each of the group completed their set of Broken Squares, the facilitator debriefed the group through following questions:

a) Did you perceive the task as an individual task or team task?

b) To what extent were you aware of the needs of others?

c) When did you realize that you had to "give" rather than "take"?

d) If next time you are to play this 'game' again, what will you do differently?

e) What will you do differently at work now?

Sharing of the learning concluded the day.

4.2.2.4 Problem solving and Creativity Skills

The day started with a prayer and a recap of the previous day. The participants were given a problem – snake cube which had one solution. (see Appendix 10 for a photograph) There was only one way a cube could be formed using the material given. The participants then were given the material for a Soma cube. They were then asked to create a cube out of the material given. It was found that each group had created a cube but their solutions were different. This brought out the concept of Problem Solving as learning from experience. There are two types of problems the closed or maintenance problems and open or achievement problems. Closed problems have only one correct solution and maybe one method of reaching the solution. On the other hand an open or achievement problems have different paths towards reaching the solutions like the Soma cube. The participants were also asked to create different shapes like a zigzag wall or a sofa out of the same material, if time permitted. The debriefing included questions like what were the different methods of problem solving adopted by the group, which was the most successful and from their answers the process of problem solving was brought about. From the challenges faced by different groups and behaviors of participants, the common reasons for failing at problem solving were explained. These were Solution proneness, psychodynamic fallacy or simplistic thinking, considering very few options, mixing idea getting with idea evaluation and not examining one's own assumptions (McGrath, 2011).

The Creative thinking skills were introduced next. The four competencies of creative thinking were shared (Epstein, 2000). These were capturing i.e. preserving new ideas when they occur, challenging self and others so that one proactively seeks challenges and manages failure, broadening one's skills and knowledge so that we do not get limited to a few areas and lastly surrounding oneself with different physical and social environment so as to enhance one's creativity. The participants also participated in an exercise ABCs of creativity brought out the concept of how failure leads to searching for different alternatives (Epstein, 2000). The learning was creating a challenging work environment.

4.2.2.5   Sukriti: Conflict Management

The module involved learning skills of conflict management. In order to understand the participants' natural style of managing conflict, an activity involving sharing of sweets was played out. This was adapted from "M&M Game: learning to resolve Conflict" (Miller, 2001). Each participant was given a GEMS packet containing 4-5 GEMS each. They were asked to collect as many of the same color GEMs as possible. The rules were that the participants could start only after the facilitator gave them a signal, they could achieve the goal in any way that they wanted to but they were not allowed to do any bodily harm to other participants, and they were to only use the GEMs that were out at that time. Initially almost all the participants took on the competitive mode but when they realized that they were limited by the number of candies possessed by them at the beginning, they started cooperating with people who had the same colored candies as them. Those who had interpreted "you" to mean it as a singular pronoun realized "you" can be plural too! Thus finally the facilitator had participants who were all winning with their groups! The activity debrief that followed clarified the concept of different conflict management styles viz. Lose-Win, Win-Lose, Lose-Lose and Win-Win. Some preconditions were required for the Win-Win to emerge. These were then discussed and to know

their conflict management style, the conflict management style survey was administered (Robert, 1982) The survey helped in self awareness and also based on the survey, strengths of participants were shared. The strengths and utility of each of the conflict management styles emerged from the debrief that followed the administration of the survey. The intervention concluded after participants shared their learning and prepared Action Plans to make changes in self.

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APPENDICES

6 Appendix 1 showing a Life Line
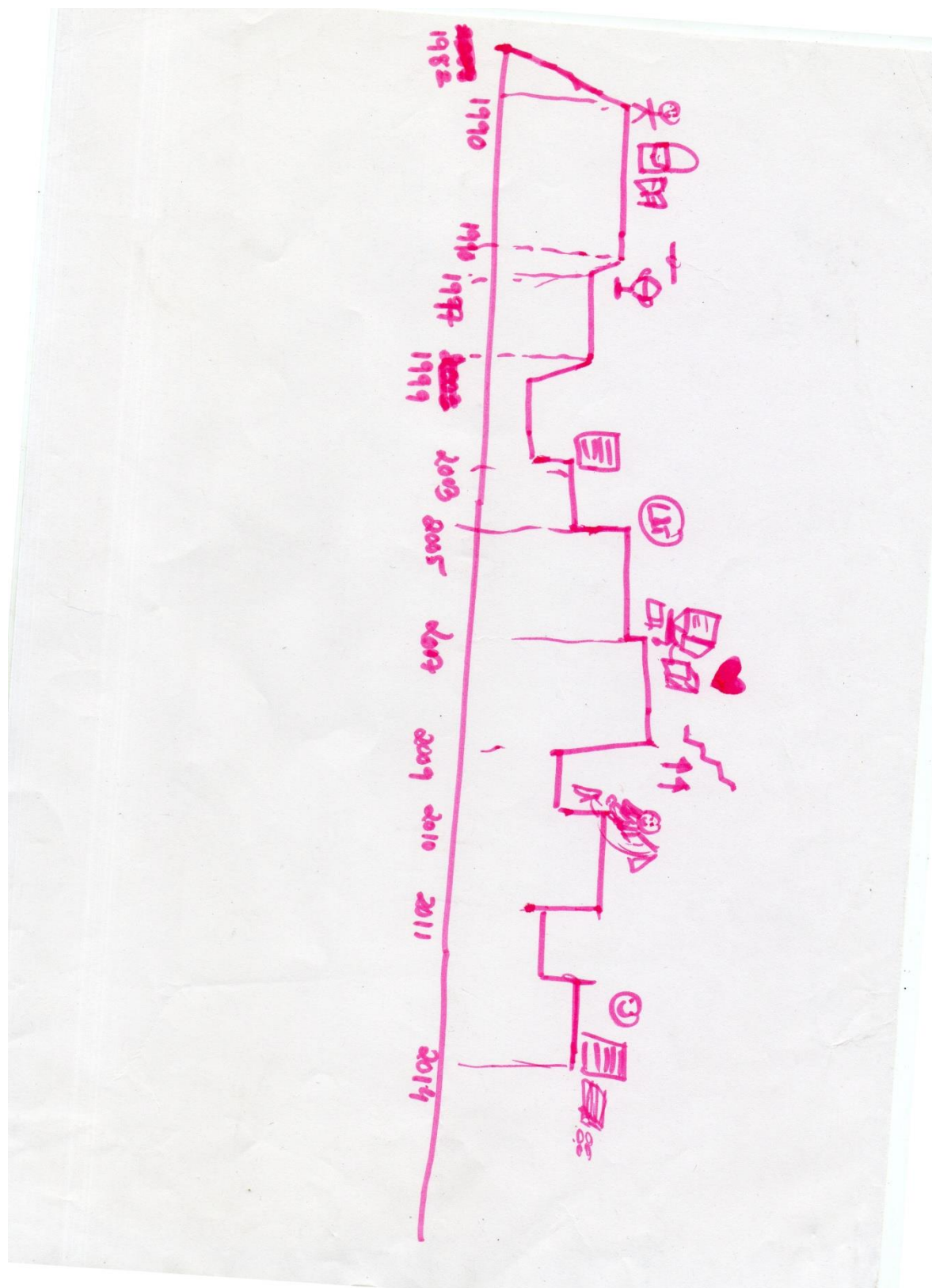
7   Appendix 2 Puzzle
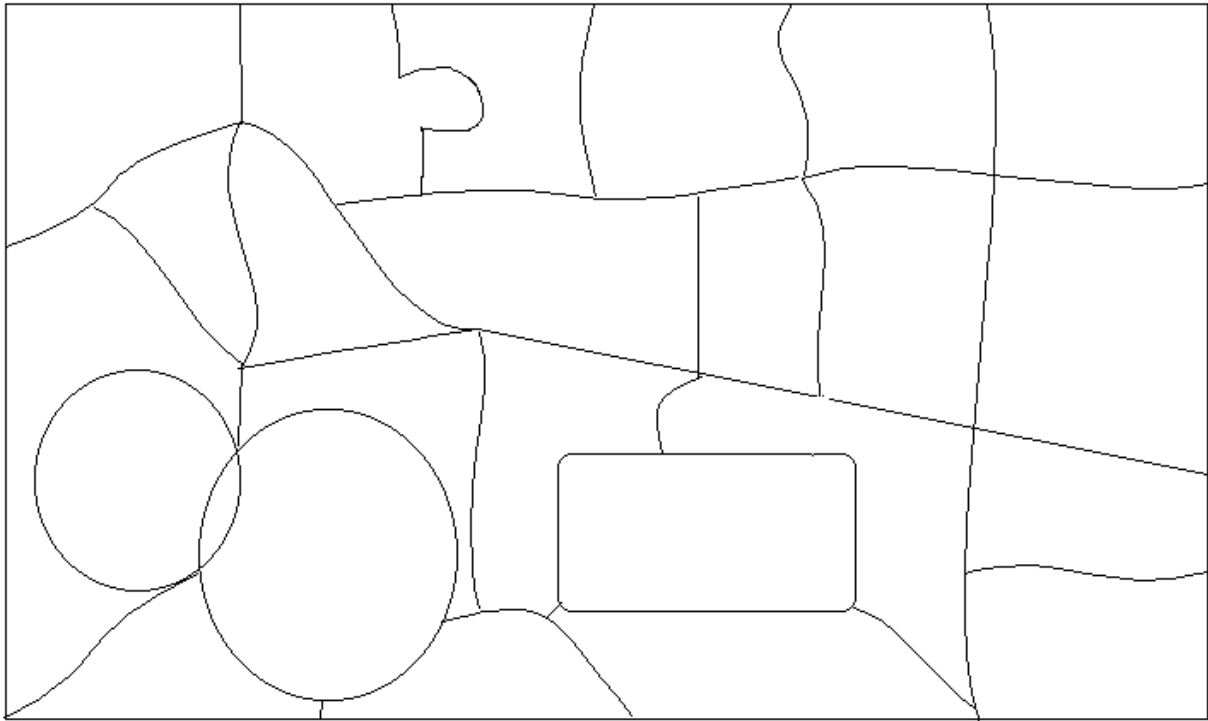
8   Appendix 3 The Journey

With this handout, we want you to answer some questions that will help you in preparing a mission statement. In order to get the best out of this exercise, find a comfortable place, where you will not be disturbed. Plan to spend at least half an hour.

Now, read these questions carefully. Answer them after giving each one careful thought.

1. Think of a person who made a positive difference in your life. What qualities does this person have that you would like to develop?

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2. Imagine 20 years from now- you are surrounded by the most important people in your life. Who are they and what are you doing?

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3. If you have to cross a raging river in a small boat, for what would you be willing to cross? Ten thousand rupees? A million? Your family? Fame? Think carefully...

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4. If you could spend one day in a great library studying anything you wanted. What would you study?

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5. List 10 things you love to do. It could be singing, playing, dancing, drawing, reading, gardening... anything you absolutely love to do!

1 ....

2 ....

3 ....

4 ....

5 ....

6 ....

7 ....

8 ....

9 ....

10 ....

6. Describe a time when you were deeply inspired.

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7. Think of something that represents you...a rose, a song, an animal...Why does it represent you?

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8. If you could spend an hour with any person who ever lived, who would that be? Why that person? What would you ask?

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9. Everyone has one or more talents. Which of the ones below are you good at? Or write down ones not listed.

Good with numbers	Speaking
Good with words	Writing
Creative thinking	Singing
Good with tools	Artistic
Playing an instrument	Sharing
Making things happen	Listening
Sensing needs	Building things
Working well with people	Music
Memorizing things	Humorous
Decision-making	Accepting others

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10.   Now that you have answered these questions, you have made a good jumpstart towards your mission statement. Think deeply about your life and what you want to make of it. If you feel stuck, review the answers to nine questions above. And construct your mission statement. It need not be perfect the first time. You are free to review it. The mission statement can be in the form of a quote, a poem, a song, a picture. Anything as long as it inspires you.

9 Appendix 4 Ask Yourself…

1. Keeping your vision (that you have developed earlier) in mind, ask yourself, "What are the different roles that I play to be the kind of person I would like to be?" Now list out these roles in the space provided below.
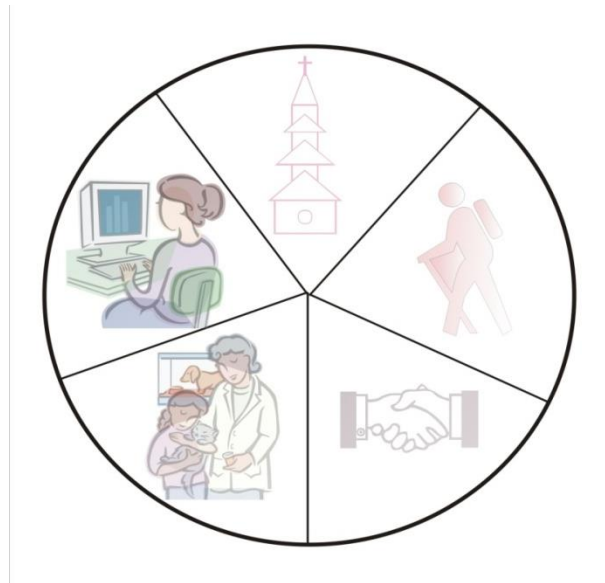

2. Now think of different things/actions which will make you effective in each role. List at least three things per role.

3. Now choose the things that that are most important to you. They can be your goal for the coming few weeks or months.

4. You cannot do a goal; so now make a list of all the things you will have to do to achieve that goal. Write down the steps you will take to reach your ideal self.

   a.

   b.

   c.

5. Know your limitations. You must realize that:
    a. You cannot do everything simultaneously
    b. Accept limitations of goals in terms of talent and age

6. Now redefine yourself through action and living. In the light of your most important goal, and with an eye on the actions you have said you must do to achieve that goal, set one objective for the next fifteen days.

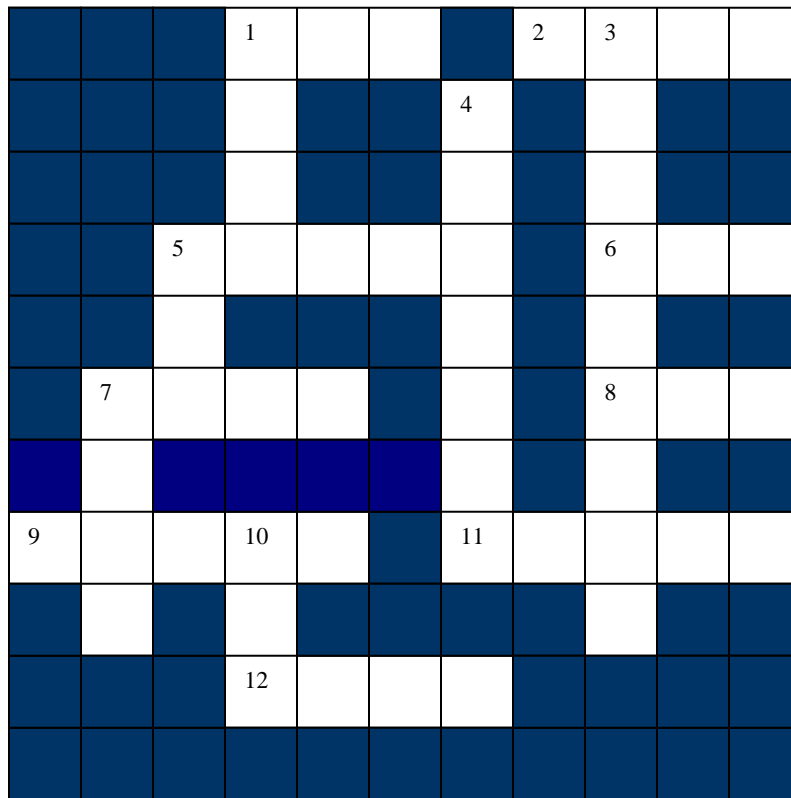| Area	Present Status	Minimum Level Acceptable	Satisfactory Improvement	Outstanding Achievement

"Failure is always the first step in success. Never consider failure to be anything but a guidepost. If you are not failing pretty regularly, you are working below capacity; that is failure."

John Powell
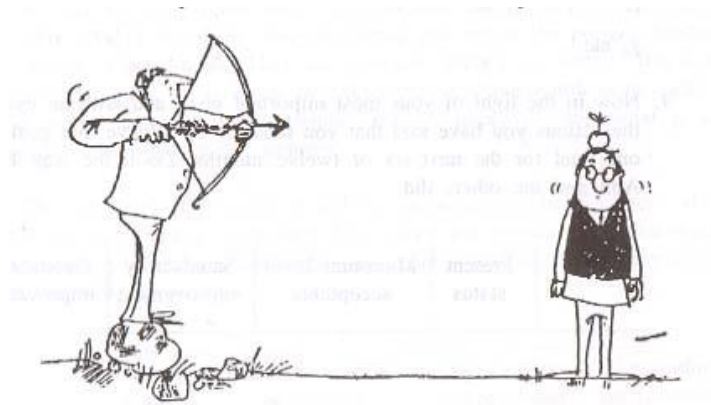
10   Appendix 5 Crossword Tough

A Crossword

Across
1. A Feline mammal
2. Transport used for commercial purposes
5. The smallest odd prime number
6. The ground under a body of water
7. A round object used in different games
8. Moving on your feet (faster than walk)
9. Aristocratic family line
11. Naïve and easily deceived
12. Time taken by earth to complete a revolution

Down
1. Money in the form of notes and coins
3. Resident of a port city in Germany
4. Coming together for business, social or religious purposes
5. Fragrant glossy leaves that are dried to prepare a hot beverage
7. To arrange for tickets in advance
10. The celestial region

11 Appendix 6 Crossword Easy

A Crossword
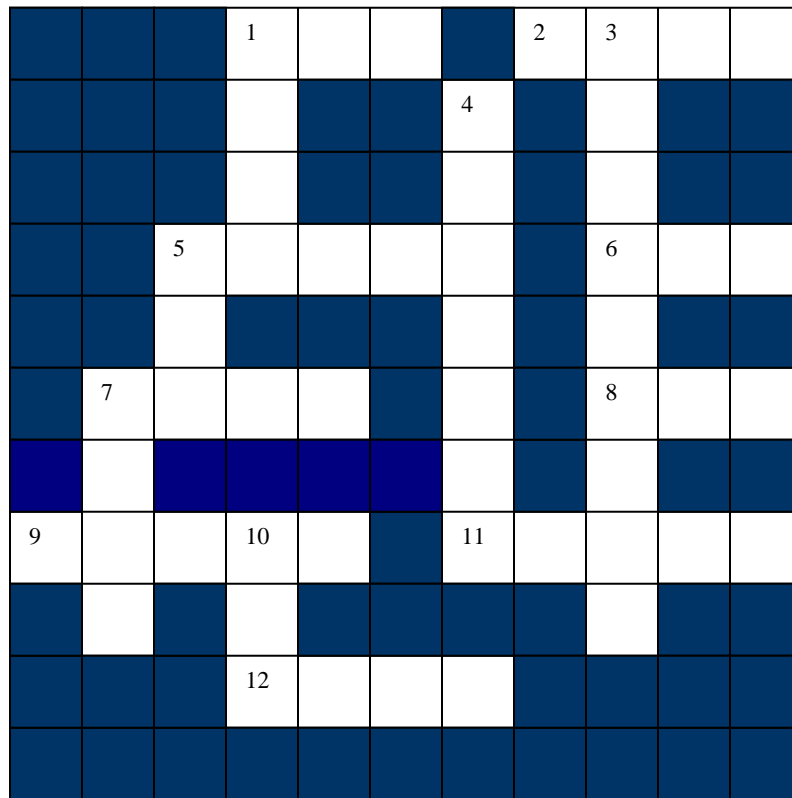
Across
1. An animal that says "meow"
2. Ocean liner
5. Two plus one
6. Furniture used for sleeping
7. A round object used in different games
8. Moving on your feet (faster than walk)
9. Building in which you live
11. Color of growing grass
12. twelve months make up a _____

Down
1. Cheque, card or _____
3. Popular fast food item
4. Coming together to discuss things
5. Coffee, _____ or milk?
7. Bound copy of printed pages
10. Blue region above the earth

12   Appendix 7 Personal reflections Exercise

Identify a highly memorable positive event that occurred in your life. Once you can vividly recall the details of this event, answer as best as you can the following questions. Remember, the more honest and thorough you are in your responses, the more insights you can gain as you delve into understanding PsyCap Optimism.

1. What are the possible reasons and circumstances that led to the occurrence of this favorable event?

2. Which of these reasons you would give yourself credit for? In other words, which of the factors that led to the event were controlled by you?

3. How did you express yourself to cause the positive event to occur?

4. To what extent do you believe any external factors contributed to the occurrence of this favorable event?

5. Of the external factors you identified, are there any that you could have had control over? If so, how?

6. Why did you think that you did not need to (or choose to) exhibit control over the factors that you did have power over?

Now we request you to shift your thinking to a more future oriented perspective and to answer the following questions.

1. Do you believe that this positive event can happen again in the future?

2. Of all the factors that you believe to have contributed to the positive event, including both the ones that are in your control and the ones that are not, which one(s) can you safely count on to almost always exist should you need it (or them) in the future? Which one (s) do you consider to be temporary, one-time happenstances?

3. Of the factors that you believe to have contributed to the positive event, both the ones that are in your control and the ones that are not, which one(s) do you believe can also be useful in other situations and events that may occur in your life in the future? Which ones do you consider to be specific to only this situation or to substantially similar ones?

4. What would you do differently should you be in this same situation in the future?

Next, spend some time identifying a highly memorable negative event that you recently encountered. Once you can vividly recall the details of this event, answer as best as you can the following questions similar to the previous questions. Remember, the more honest and thorough you are in your responses, the more insights you can gain as you delve into understanding PsyCap Optimism.

1. Start off by describing in detail the negative event. Remember to address your thoughts, feelings and behaviors before, during and after the selected event.

2. What are the possible causes that you believe may have led to the occurrence of this unfavorable event?

3. Which of these causal factors would you consider to be beyond your control (bad luck, other peoples' fault, external circumstances)?

4. Which of the reasons that caused this unfortunate event would you blame on yourself?

5. What decisions and actions did you make in trying to prevent or handle the situation?

6. Which of the reasons that caused this unfortunate event would you blame on yourself?

7. What decisions and actions did you make in trying to prevent or handle the situation?

8. Which of your decisions and actions do you think were especially effective in managing the situation?

9. What mistakes do you believe you personally committed, either in causing or handling the situation?

10. How could you have prevented or managed the situation in order to avoid or better deal with it?

11. Overall could you have exerted more control than you did over any of the factors that you believe to have caused this negative event? If so, how?

Now, at this point, we request you to shift your thinking to the future and to answer the following questions.

1. Do you believe that this negative event can happen again in your lifetime?

2. Of all the factors that you believe to have contributed to the negative event, including both the ones that are in your control and the ones that are not, which one(s) are you worried will continue in the future? Which one (s) do you consider to be temporary, one-time setbacks?

3. Of all the factors that you believe to have contributed to the negative event, both the ones that are in your control and the ones that are not, which one(s) do you feel threatened by in other future situations that you may encounter? Which one(s) do you consider to be specific to only this situation or to very similar situations?

4. What would you do differently should you be in this same situation in the future?

13   Appendix 8 Communication Puzzle

Development of module of Psychological Capital

Stna klat without gniyas a drow! Did you know that when stna touch each other with their eannetna, it is one way they klat or etacinummoc?