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<td>1 Title of the Course</td>
<td>Master In Emotional Intelligence &amp; Human Relations</td>
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<td>1. Graduate in any faculty from any university recognized by UGC in India.</td>
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<td>2. Admissions on the basis of Written Test &amp; Interview.</td>
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<td>9 To be implemented from Academic Year</td>
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Date: 11/5/2017

Signature:

Dr. Anil Karnik, I/C. Director, Garware Institute of Career Education & Development
M. In Emotional Intelligence & Human Relations

Proposed syllabus

Credit Based Semester and Grading System with effect from the Academic Year

(w.e.f. Academic Year 2017-18)
UNIVERSITY OF MUMBAI
GARWARE INSTITUTE OF CAREER EDUCATION & DEVELOPMENT
Ordinances, Regulations and Syllabus Relating to
M. In Emotional Intelligence & Human Relations
(TWO YEAR FULL-TIME COURSE)

Objectives and Learning Outcome

1. To be Emotionally Intelligent Human Beings enabling to manage & respond to self & others’ emotions & develop skills of Self Awareness, Self Management, Self Motivation, Empathy & Social Relations.

2. To understand Human Psychology influencing Human Behaviour & to develop valuable relations with other people, by understanding underlining principles of Human Relations.

3. To understand fundamentals of & get exposed to current industry practices in Corporate & Business Strategy, Corporate & Business Communication, Marketing, Human Resources, Digital / Social Media & Branding & relate the with Emotional Intelligence, Behavioural Intelligence & Human Relations and apply those in their professional life.

4. To develop Professional, Entrepreneurship, Decision Making, Business, Communication, Team Work, Consultancy Skills & People Skills enabling him / her to apply them in any corporate job or at his / her own business.
## SEMESTER- WISE SYLLABUS:

### Master In Emotional Intelligence & Human Relations – Duration Two Years

<table>
<thead>
<tr>
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**Total Credits:** 18
## Master In Emotional Intelligence & Human Relations – Duration Two Years

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**Total** | **1400** | **600+ 60 weeks** | **56** |
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### 3.3.2: Education

### 3.3.3: Workplace

**Unit 4. Measuring Emotional Intelligence & Behavioural EQ**

- **4.1:** Initial Self-Assessment on EI Elements (Internal)
- **4.2:** 360 degree Assessment Map
- **4.3:** EI Behavioural Test (External)
- **4.4:** Behavioural EQ
  - **4.4.1:** Measuring Behaviour EQ
  - **4.4.2:** DISC Test
  - **4.4.3:** Role Play on DISC Behaviour Identification

**Reference Books:**

- Games People Play: The Basic Handbook of TA: Eric Berne (1964)
- The Brain and Emotional Intelligence: New Insights :Daniel Goleman
- HBR's 10 Must Reads on Emotional Intelligence (2015)

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### 1.2 NEURO LINGUISTIC PROCESSES & EMOTIONAL INTELLIGENCE

**Unit 1. Introduction to & Fundamentals of Neuro Linguistic Programming (NLP)**

- **1.1:** What is Neuro Linguistic Programming? (NLP)
- **1.2:** NLP Communication Model
  - **1.2.1:** Internal & External World
  - **1.2.2:** Internal Representation (VAKOG)
  - **1.2.3:** Deletion, Distortion & Generalization
  - **1.2.4:** Filters
- **1.3:** Three Principles of NLP
  - **1.3.1:** Cause & Effect
  - **1.3.2:** Perception is Projection
  - **1.3.3:** Responsibility for Value
- **1.4:** The Presuppositions of NLP
- **1.5:** The Basis of All NLP Patterns
- **1.6:** Formation of Well Formed Outcomes (Goals) with reference to 'Wheel of Life’
- **1.7:** Connecting with the People
  - **1.7.1:** Rapport
  - **1.7.2:** Sensory Acuity
  - **1.7.3:** Calibration
  - **1.7.4:** Matching & Mirroring
- **1.8:** Emotional Intelligence & NLP

**Unit 2. Model of the Thought Process World**

- **2.1:** Modal Operators
- **2.2:** Meta Model
- **2.3:** Meta

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2.4: Values Hierarchy
2.5: Elicit Strategies

**Unit 3. Loosening of the Thought Process Model with Linguistics & Communication**
3.1: Quantum Linguistics
3.2: Milton Model
3.3: Reframing
3.4: Meta Model III
3.5: Language Patterns
3.6: Emotional Intelligent Communication & NLP

**Unit 4. Change Work & NLP Techniques**
4.1: Anchoring
4.2: Circle of Excellence
4.3: Metaphors
4.4: Swish Pattern
4.5: Time Based Techniques
4.6: Linguistics Techniques
4.7: Values & Sub-modalities
   - 4.7.1: Alignment with Well Formed Outcomes
4.8: Self-Hypnosis
4.9: Perceptual Positions (5 View Points)
4.10: Change in Strategies
   - 4.10.1: Ecology
4.11: Parts Integration
4.12: Visualization & Future Pacing

**Books for reference**


The Accelerated NLP Master Practitioner Certification Training Manual: Advanced Neuro Dynamics Inc. - Tad James (July 2004, Newport Beach)


An Overview of NLP & Ericksonian Hypnosis: Attention Shifting - Michael J. Emery (eBook)

1.3 EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS

Unit 1. Theories Behind Measurement & Modelling of Emotions
1.1: Components of Emotion
   1.1.1: Cognitive Component
   1.1.2: Evaluative Component
   1.1.3: Motivational Component
   1.1.4: Feeling Component
1.2: Rationality, Regulation & Control of Emotion
1.3: The Biological Basis of Emotion
   1.3.1: An Affective Neuro Scientific Model
1.4: Self Regulation Models of Emotion
1.5: Mathematical Modelling of Emotional Dynamics
1.6: Controlling Emotion by Artificial Means
1.7: Effect of Emotion Modeling on Human Machine Interactions

Unit 2. Key Models for Emotion’s Imaging, Modelling & Analysis
2.1: Brain Imaging and Psycho-pathological Studies on Self-regulation of Emotion
2.2: Fuzzy Models for Facial Expression-Based Emotion Recognition and Control
2.3: Electroencephalographic Signal Processing for Detection and Prediction of Emotion
2.4: Multiple Emotions & their Chaotic Dynamics

Unit 3. Measurement of Emotional Intelligence
3.1: Task Based Scales
   3.1.1: Levels of Emotional Awareness Scale (LEAS)
   3.1.2: Emotional Creativity
   3.1.3: Connecting Thoughts & Emotions
   3.1.4: The Multi-factor Emotional Intelligence Scale (MEIS)
3.2: Self-Report Scales
   3.2.1: Scales based on Salovey & Mayer
   3.2.2: Scale developed by: Tett, Wang, Thomas, Griebler & Martinez
   3.2.3: Schutte EI Scale
   3.2.4: Goleman EI Scale
   3.2.5: Bar-On EQ-I & EQ - 360 degree: The Emotional Quotient Inventory
   3.2.6: Style In the Perception Of Affect Scale (SIPOAS)
   3.2.7: Trait Meta-Mood Scale (TMMS)
3.3: Other Major EI Tests
   3.3.1: MSCEIT: Mayer Salovey Caruso EI Test
   3.3.2: ESCI: Emotional & Social Competency Inventory
   3.3.3: SEI: Six Seconds EI Test
   3.3.4: TEIQue: The Trait Emotional Intelligence Questionnaire
   3.3.5: GEC: The Group Emotional Competence
   3.3.6: WEIP: Work Group EI Profile

Unit 4. Applications & Future Directions of EI
4.1: Application for: Self-Development, Education, Relationship,
Workplace & Leadership
4.2: Application of Human-Machine Interactive Systems 4.3: EI in Psychotherapy
4.4: Application in Video Photography & Movie Making
4.5: Application in Personality Matching during Matrimonial Counselling
4.6: Application in User Assistance Systems
4.7: Emotion Recognition from Voice Samples during Forensic Studies
4.8: Personality Building of Artificial Creatures

Books For Reference:


Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue): London Psychometric Laboratory - Petrides, K. V. (2009)


1.4 STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE
Unit 1: Strategies to Improve Self Awareness
1.1: Elements of Self Awareness 1.1.1: Emotional Awareness 1.1.2:
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<th>Unit 1: Strategies to Improve Self-Concept</th>
<th>1.1.3: Self Concept</th>
<th>1.1.4: Self Esteem</th>
<th>1.1.5: Self-Confidence</th>
<th>1.2: Trigger Points</th>
<th>1.3: Journaling</th>
<th>1.4: Feedback</th>
<th>1.5: Case Study Discussion with Role Play</th>
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<td>Unit 2: Strategies to Improve Self Management</td>
<td>2.1: Elements of Self Management 2.1.1: Self-Control 2.1.2: Trustworthiness 2.1.3: Conscientiousness 2.1.4: Adaptability 2.1.5: Decision Making 2.1.6: Action Orientation 2.1.7: Innovation 2.2: Self-Upgradation &amp; Goal Setting 2.3: Meditation 2.4: Feedback</td>
<td>2.5: Case Study Discussion with Role Play</td>
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<td>Unit 3: Strategies to Improve Self Motivation</td>
<td>3.1: Elements of Self-Motivation 3.1.1: Purpose 3.1.2: Achievement drive 3.1.3: Commitment 3.1.4: Initiative 3.1.5: Optimism 3.2: Sources of Motivation 3.2.1: Internal Motives (Needs, Cognitions, Emotions) 3.2.2: External Events 3.2.3: Work Motivation (Extrinsic / Intrinsic) 3.2.4: Motivating the Generations (Matures, Baby Boomers, Gen X, Gen Y, Millennials) 3.3: Theories of Motivation 3.4: Technique of Self-Motivation 3.4.1: Creative Visualization 3.4.2: Affirmations</td>
<td>3.5: Case Study Discussion with Role Play</td>
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<td>Unit 4: Strategies to Improve Social Skills</td>
<td>4.1: Elements of Social Skills 4.1.1: Influence 4.1.2: Communication 4.1.3: Conflict Management 4.1.4: Leadership 4.1.5: Change Catalyst 4.1.6: Building Bonds 4.1.7: Collaboration &amp; Cooperation 4.1.8: Developing Team Capabilities</td>
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4.1.9: Empathy
4.2: Social Connect
4.2.1: Remembering Names
4.2.2: Observation of Vital Clues
4.2.3: Body Language
4.2.4: Listen Actively
4.2.5: Their Point of View
4.2.6: The Law of Self-Image
4.3: Social Character Building
4.3.1: The Law of Authenticity
4.3.2: The Law of Energy & Positive Vibrations
4.3.3: Be Intentionally Present
4.3.4: Be Curious
4.3.5: Show that You Care
4.3.6: Keep Your Word
4.3.7: Gratitude
4.3.8: The Law of Patience
4.3.9: Celebrate / Have Fun
4.4: Social Intelligence
4.4.1: The Law of Perception & Context Understanding
4.4.2: Focus on Big Picture
4.4.3: The Law of Similarity
4.4.4: The Law of Familiarity
4.4.5: Accept
4.4.6: Find the Good & Appreciate
4.4.7: Be in a Moment
4.4.8: Work Together / Collaborate
4.4.9: Resource Development & Utilisation
4.4.10: The Law of Giving
4.5: Case Study Discussion with Role Play

Books for Reference:
Awareness: Conversations with the Masters, Publisher : Image - Anthony De Mello (1990)
Games People Play - The Basic Handbook of Transactional Analysis : Eric Berne M.D. (1964)
Tools of Titans, Publisher : Random House, Timothy Ferriss (2016)
1.5 **NEURO LINGUISTIC PROCESSES TECHNIQUES PRACTICAL**

**UNIT 1: Defining Process for the Techniques:** Students will be divided into three groups. Each group has to choose min. 8 Techniques from the list. Each group will have to discuss a defined process of Neuro Linguistic Techniques & minute down their consensus on understanding each of the selected processes (2 credit).

**UNIT 2: Practicing the Techniques:** Each group to experiment with & practice each of the techniques within their group & minute down the results (2 credit).

**UNIT 3: Presenting the Techniques:** Each student will present at least one of the techniques in the class with the help of the group member & other groups will give their feedback (2 credit).

**UNIT 4: Concluding on the Techniques & Report submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective process & execution of each technique. Then each student will submit his / her report on the concluded process & effective execution of each technique. Report to be...
### MARKETING MANAGEMENT: APPLICATION OF EMOTIONAL INTELLIGENCE:

#### Unit 1: Understanding Marketing
- **1.1**: The Scope of Marketing
  - **1.1.1**: What Is Marketing?
  - **1.1.2**: Who Markets?
- **1.2**: Importance of Marketing
- **1.3**: Core Marketing Concepts
  - **1.3.1**: Needs, Wants, and Demands
  - **1.3.2**: Target Markets, Positioning & Segmentation
  - **1.3.3**: Offerings and Brands
  - **1.3.4**: Value and Satisfaction
  - **1.3.5**: Marketing Channels
  - **1.3.6**: Supply Chain
  - **1.3.7**: Competition
  - **1.3.8**: Marketing Environment
- **1.4**: Company Orientation toward the Marketplace
  - **1.4.1**: The Production Concept
  - **1.4.2**: The Product Concept
  - **1.4.3**: The Selling Concept
  - **1.4.4**: The Marketing Concept
  - **1.4.5**: The Holistic Marketing Concept
    - **1.4.5.1**: Internal Marketing
    - **1.4.5.2**: Integrated Marketing
    - **1.4.5.3**: Relationship Marketing
    - **1.4.5.4**: Performance Marketing
- **1.5**: The New Marketing Realities
  - **1.5.1**: Major Societal Forces
  - **1.5.2**: New Company Capabilities
  - **1.5.3**: Marketing in Practice
  - **1.5.4**: Marketing in an Age of Turbulence
- **1.6**: Marketing Right & Wrong
- **1.7**: Case Study Discussion on application of Emotional Intelligence

#### Unit 2: Understanding Marketplace and Consumers
- **2.1**: Marketing Intelligence
  - **2.1.1**: Marketing Intelligence System
  - **2.1.2**: Corporate Compliance & Competition Law
- **2.2**: Analyzing Macro Environment
  - **2.2.1**: Economic
  - **2.2.2**: Socio-culture
  - **2.2.3**: Natural
  - **2.2.4**: Technological
| 2.2.5: Political, Legal & Regulatory |
| 2.2.6: Environment / Green Revolution / Carbon Footprint |
| 2.3: Forecasting, Demand Analysis & Demand Management |
| 2.4: Marketing Research System & Processes |
| 2.5: Consumer Markets and Consumer Buyer Behaviour |
| 2.6: Business Markets and Business Buyer Behaviour |
| 2.7: Case Study Discussion on application of Emotional Intelligence |

**Unit 3: Designing a Customer-Driven Strategy and Mix**

3.1: Marketing Mix 4 P's
   - 3.1.1: Product
   - 3.1.2: Place
   - 3.1.3: Promotion
   - 3.1.4: Price

3.2: Modern Marketing Management 4 P's
   - 3.2.1: People
   - 3.2.2: Processes
   - 3.2.3: Programs
   - 3.2.4: Performance

3.3: Connecting with Customers
   - 3.3.1: Shaping the Market Offerings
     - 3.3.1.1: Product Strategy
     - 3.3.1.2: Designing & Managing Services
   - 3.3.2: Building Strong Brands
     - 3.3.2.1: Brand Equity
     - 3.3.2.2: Brand Positioning

3.4: Managing Mass Communication
   - 3.4.1: Advertising
   - 3.4.2: Promotion
   - 3.4.3: Events
   - 3.4.4: Public Relations

3.5: Marketing Value & Long Term Relationship
   - 3.5.1: Delivering Value, Marketing Channels
   - 3.5.2: Communicating Value
   - 3.5.3: Customer Perceived Value & Lifetime Value
   - 3.5.4: Total Customer Satisfaction
   - 3.5.5: Creating Successful Long-Term Growth
   - 3.5.6: Creating long term Loyalty & Relationships
   - 3.5.7: Customer Relationship Management

3.6: New Product Development and Product Life-Cycle Strategies
   - 3.6.1: Challenges in New Product Development
   - 3.6.2: Market Testing
   - 3.6.3: Customer Adoption Process
   - 3.6.4: Marketing Strategies for each stage of Product Life Cycle

3.7: Personal Selling and Sales Promotion
3.8: Direct and Online Marketing: Building Direct Customer Relationships
1.7: Case Study Discussion on Customer Relationship Management & Emotional Intelligence

**Unit 4: Sustainable Marketing Strategies**

**List for Reference:**
- All Marketers Tell Stories: Penguin USA - Seth Godin (2012)

**2.7 ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE:**
**Unit 1. The Organizational Context**
1.1: Explaining organizational Behaviour 1.2: Organization Behaviour & Management 1.2.1: View Point of 21st Century 1.3: Environment & Technology 1.4: Culture 1.5: Role of Emotional Intelligence & Behavioural Intelligence 1.5.1: Case Study Discussion

**Unit 2. Individuals in the Organization**
2.1: Personality & Learning 2.2: Perception, Attribution & Diversity 2.3: Values, Attributes & Work Behaviour 2.4: Theories of
Work Motivation
2.5: Role of Emotional Intelligence on Personality & Motivation 1.5.1: Case Study Discussion

Unit 3. Groups and Teams in the Organization
3.1: Group formation & Group structure
3.2: Individuals in Groups 3.3: Trust & Conflict Management
3.4: Working in Teams
3.5: Role of Emotional Intelligence in Working in Teams 3.5.1: Case Study Discussion

Part 4 Organization Structure & Management Processes
4.1: Organization Structures
4.1.1: Matrix Organization Structure - A New Reality
4.2: Organization Change, Development & Innovation
4.2.1: Organizational Change & Culture
4.3: Leadership & Communication
4.4: Decision-making
4.5: Power, Politics & Ethics
4.6: Role of Emotional Intelligence in Working in Matrix & Leadership Style 4.6.1: Case Study Discussion

Books for Reference


Organizational Health and Wellbeing: Vol 1, 2, 3: Sage Publications, New Delhi - Cooper, C.L (2011)

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<th>2.8</th>
<th>BEHAVIOURAL INTELLIGENCE &amp; TEAM WORK:</th>
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<td><strong>Unit 1: DiSC</strong></td>
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<td>1.1: What is DiSC?</td>
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<td>1.2: Background of DiSC model of Human Behavior</td>
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<td>1.3: Major Behavior Styles</td>
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<td>1.3.1: Dominance</td>
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<td>1.3.2: Influence</td>
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<td>1.3.3: Steadiness</td>
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<td>1.3.4: Conscientiousness</td>
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<td>1.4: Key features of each style</td>
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<td>1.5: Case Studies, Study of Videos &amp; Group Discussion on identification of each major behaviour style</td>
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<td><strong>Unit 2: Behavioral EQ</strong></td>
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<td>2.1: What is Behavioral EQ?</td>
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<td>2.2: How behavioral EQ complements DiSC?</td>
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<td>2.3: Your Behavior / Personality Type</td>
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<td>2.4: How to recognize other's Behavior / Personality Type?</td>
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<td>2.5: How to effectively deal with / adapt to other's style?</td>
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<td>2.6: Role Plays for dealing with / adapt to others different behaviour style</td>
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<td><strong>Unit 3: Participating in &amp; Improving Team Work</strong></td>
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<td>3.1: Cross Function</td>
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<td>Team Working 3.2:</td>
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<td>How to Develop</td>
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<td>Trust in Team?</td>
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3.2.1: Out-bound Activity Game for Trust Building
3.3: Open Dialogue & Constructive Conflict Management
3.4: Alignment & Commitment to Common Goal
3.5: Accountability: Individual & Team
3.6: Team Work Project (Class to be divided in 4 Teams), Execution & Analysis 3.6.1: Winner Team & Appreciation Awards for other Team for any particular aspect
3.7: Celebration
3.7.1: Team-wise Celebration

**Unit 4: Leading Teams**

4.1: Cross Functional Team Building 4.1.1: Case Study Discussion 4.2: Diversity 4.2.1: Case Study Discussion 4.3: Engagement & Clarity of Roles and Responsibilities 4.3.1: Case Study Discussion 4.4: Project Management & Monitoring 4.4.1: Case Study Discussion 4.5: Developing Leaders within the Team 4.5.1: Case Study Discussion & Quarterly Team Leader concept in the Class 4.6: Application of Emotional Intelligence & Behavioral Intelligence 4.6.1: Case Study Discussion & Group Discussion on Videos & Films

**List for Reference:**


**INTERPERSONAL COMMUNICATION & CONVERSATIONAL INTELLIGENCE:**

**Unit 1: Fundamentals of Interpersonal Communication**

1.1: What is Conversational Intelligence? 1.2: A Communication Continuum 1.3: Communication in Everyday Life—— 1.3.1: Workplace: Diagnosis: Cultural Miscommunication 1.3.2: Communication in Everyday Life——Insight: Poor Interpersonal Communication as the Number One Cause of Divorce 1.4: Features of Interpersonal Communication 1.5: Models of Interpersonal Communication 1.5.1: Linear Models 1.5.2: Interactive Models 1.5.3: Transactional Models 1.6: The Interpersonal Imperative 1.6.1: Physical Needs
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<td>1.6.3: Belonging Needs</td>
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<td>1.6.3.1: Communication in Everyday Life: Social Media: Networking on the Job</td>
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<td>1.6.4: Self-Esteem Needs</td>
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<td>1.6.4.1: Communication in Everyday Life—Diversity: Missing Socialization</td>
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<td>1.6.5: Self-Actualization Needs</td>
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<td>1.6.5.1: Participating Effectively in a Diverse Society</td>
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<td>1.6.5.2: Communication in Everyday Life—Diversity: Communicating in a Multicultural World</td>
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<tr>
<td>1.7: Case Study Discussions, Role Plays &amp; Analysis of Videos as a Group Work, especially focusing on Emotional Intelligence &amp; Behavioural Intelligence application.</td>
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**Unit 2: Principles & Guidelines for Interpersonal Communication**

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<thead>
<tr>
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<td>2.3: Principle 3: Interpersonal Communication Involves Ethical Choices</td>
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<td>2.4: Principle 4: People Construct Meanings in Interpersonal Communication</td>
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<td>2.5: Principle 5: Meta-communication Affects Meanings</td>
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<td>2.6: Principle 6: Interpersonal Communication Develops and Sustains Relationships</td>
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<td>2.7: Principle 7: Interpersonal Communication Is Not a Panacea</td>
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<td>2.8: Principle 8: Interpersonal Communication Effectiveness Can Be Learned</td>
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<td>2.8.1: Social Media in Everyday Life</td>
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<td>2.9: Guidelines for Interpersonal Communication Competence</td>
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<td>2.9.1: Develop a Range of Skills</td>
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<td>2.9.2: Adapt Communication Appropriately</td>
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<td>2.9.3: Engage in Dual Perspective</td>
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<td>2.9.4: Monitor Your Communication</td>
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<td>2.9.5: Commit to Ethical Communication</td>
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<td>2.9.6: Case Study Discussions, Role Plays &amp; Analysis of Videos as a Group Work.</td>
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**Unit 3: Perception & Communication**

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<td>3.1.1.1: Communication in Everyday Life—Social Media: Inattention Blindness</td>
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<td>3.1.2: Organization</td>
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<td>3.1.2.1: Communication in Everyday Life—Diversity: Which Line is Longer?</td>
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<td>3.1.2.2: Communication in Everyday Life—Workplace: Racial Stereotypes in the Workplace</td>
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<td>3.1.2.3: Communication in Everyday Life—Diversity: &quot;I Can't Understand the Teacher's Accent.&quot;</td>
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<td>3.1.3: Interpretation Communication in Everyday Life—Insight: Thinking Your Way to a Good Relationship</td>
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<td>3.2: Influences on Perception</td>
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<td>3.2.1: Physiology</td>
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<td>3.2.2: Expectations</td>
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<td>3.2.3: Age</td>
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<td>3.2.4: Culture</td>
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<td>3.2.5: Cognitive Abilities</td>
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<td>3.2.6: Self</td>
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<tr>
<td>3.3: Social Media and Perception</td>
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<tr>
<td>3.4: Guidelines for Improving Perception and Communication</td>
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<tr>
<td>3.4.1: Recognize That All Perceptions Are Partial and Subjective</td>
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<td>3.4.2: Avoid Mind Reading</td>
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<td>3.4.3: Check Perceptions with Others</td>
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<tr>
<td>3.4.4: Distinguish between Facts and Inferences</td>
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<tr>
<td>3.4.5: Guard against the Self-Serving Bias</td>
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<td>3.4.6: Guard against the Fundamental Attribution Error</td>
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<tr>
<td>3.4.7: Monitor Labels</td>
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<tr>
<td>3.4.7.1: Communication in Everyday Life—Insight: The Truth, the Whole Truth, and Nothing but the Truth</td>
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<tr>
<td>3.5: Case Study Discussions, Role Plays &amp; Analysis of Videos as a Group Work.</td>
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**Unit 4: Nonverbal Communication, Mindful Listening & Conversational Intelligence**

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<tr>
<td>4.2.1: Communication in Everyday Life - Workplace - Cultural Differences in Workplace Nonverbal Communication</td>
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<td>4.3: Types of Nonverbal Communication</td>
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<td>4.3.1: Social Media &amp; Nonverbal communication</td>
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<td>4.4: Guidelines for Improving Nonverbal Communication</td>
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<tr>
<td>4.4.1: Communication in Everyday Life - Diversity - Policing a Multicultural Society</td>
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<td>4.5: The Listening Process</td>
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<tr>
<td>4.5.1: Communication in Everyday Life - Workplace - Good Listening - Career Advancement</td>
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<td>4.5.2: Communication in Everyday Life - Social Media - The Illusion of Competence</td>
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<td>4.6: Obstacles to Mindful Listening</td>
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<tr>
<td>4.6.1: Communication in Everyday Life - Social Media - Technological Overload</td>
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<tr>
<td>4.7: Forms of Non-listening</td>
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<tr>
<td>4.8: Guidelines for Effective Listening</td>
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<tr>
<td>4.9: How to be Conversationally Intelligent?</td>
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<tr>
<td>4.10: Case Study Discussions, Role Plays &amp; Analysis of Videos &amp; Films (like, 12 Angry Men) as a Group Work.</td>
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<table>
<thead>
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<th>1.2: Strategic management</th>
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<tr>
<td>1.2.1: The Strategic position</td>
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<td>1.2.2: Strategic choices</td>
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<td>1.2.3: Strategy in action</td>
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<td>1.3: The Macro-Environment: The PESTEL framework</td>
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<td>1.4: The Strategic Position &amp; Industry Structure</td>
</tr>
<tr>
<td>1.4.1: Competitive forces - Porter's Five Forces Framework</td>
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<td>1.4.2: The dynamics of industry structure</td>
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<td>1.4.3: Competitors and Market</td>
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<td>1.4.3.1: Strategic groups</td>
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<td>1.4.3.2: Market segments</td>
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<td>1.4.3.3: Identifying the strategic customer</td>
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<td>1.4.3.4: Understanding what customers value - critical success factors</td>
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<td>1.4.3.5: Opportunities and threats</td>
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**Unit 2. Business-Level Strategy**

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<td>2.2: Identifying strategic business units 2.3:</td>
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<td>2.3.1: Porters Generic Competitive Strategies</td>
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<td>2.3.1: Cost / Price-based strategies</td>
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<td>2.3.2: Differentiation strategies</td>
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<td>2.3.3: Focused strategy</td>
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<td>2.3.4: The hybrid</td>
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<td>2.4: Sustaining competitive advantage</td>
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<td>2.5: Competition and collaboration</td>
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<td>2.6: Game theory</td>
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<td>2.6.1: The 'prisoner's dilemma': the problem of cooperation</td>
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<td>2.6.2: Sequential games</td>
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<td>2.6.3: Changing the rules of the game</td>
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<tr>
<td>2.7: Emotional Intelligence &amp; Business Strategy</td>
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**Unit 3. Corporate-Level Strategy**

<table>
<thead>
<tr>
<th>3.1: Introduction</th>
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<tbody>
<tr>
<td>3.2: Strategic directions</td>
</tr>
<tr>
<td>3.2.1: Market penetration</td>
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<td>3.2.2: Consolidation</td>
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<tr>
<td>3.2.3: Product development</td>
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<td>3.2.4: Market development</td>
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<td>3.2.5: Diversification</td>
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<td>3.3: Value creation</td>
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<tr>
<td>3.4: Portfolio matrices</td>
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<tr>
<td>3.4.1: The growth/share (or BCG) matrix</td>
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<td>3.4.2: The directional policy (or GE-Mckinsey) matrix</td>
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<tr>
<td>3.5: Emotional Intelligence &amp; Corporate Strategy</td>
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**Unit 4. Managing Strategic Change**

<table>
<thead>
<tr>
<th>4.1: Introduction</th>
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<tr>
<td>4.2: Diagnosing the change situation</td>
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<td>4.2.1: Types of strategic change</td>
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<td>4.2.2: The importance of context</td>
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<td>4.2.3: Diagnosing the cultural context</td>
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<td>4.2.4: Forcefield analysis</td>
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</table>
4.3: Change management: styles and roles
4.3.1: Roles in managing change
4.3.2: Styles of managing change
4.4: Levers for managing strategic change
4.4.1: Challenging the taken for granted
4.4.2: Changing operational processes and routines
4.4.3: Symbolic processes
4.4.4: Power and political processes
4.4.5: Change tactics
4.5: Managing strategic change programmes
4.6: Emotionally Intelligent Leadership: for Successful Management of Strategic Change

Reference
Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010)

2.11 **Practical / Field Work Component Core Course: 8 credits. 15 weeks EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL:**

**UNIT 1: Defining Process for the Tests:** Students will be divided into three groups. Each group has to choose min. 6 Tests from the list. Each group will have to discuss a defined process of design & conduction of the Test & parameter to be covered along with its relevance & minute down their consensus on understanding each of the selected parameter & process for each selected test (2 credit).

**UNIT 2: Practicing the Assessment Tests:** Each group to experiment with & practice each of the selected Tests within their group & minute down the results (2 credit).

**UNIT 3: Presenting the Tests:** Each student will present at least one of
the tests in the class with the help of the group member & other groups will give their feedback
(2 credit).

UNIT 4: Concluding on the Tests Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of each tests. Report to be submitted in hard as well as soft copy (2 credit).

SEMESTER-III

3.12 FUNDAMENTALS OF HUMAN RELATIONS:

Unit 1: Human Relations & Brief History
1.1: What is Human Relations
1.2: Human Relations Timeline / Brief History of Human Relations
1.2.1: The Early Years & Industrial Revolution - Early to Mid 1800s
1.2.2: Bureaucracy, Scientific Management & World War I - Early 1900s
1.2.3: Labor Unions Gaining Power & end of World War II - Before Mid 1900s (Birth of Human Relations)
1.2.4: Human Relations Philosophy, Theories & Management - After Mid 1900s
   (Maslow, Theory X & Y, TQM)
1.2.5: Group Dynamics - Early 2000s
1.2.6: Emotional Intelligence, Social Media - Current
1.3: The Importance of Human Relations Skills
1.3.1: Human Fundamental Rights
1.3.2: Emphasis on People as Human Resources
1.3.3: Renewed Emphasis on Working in Groups
1.3.4: Increasing Diversity at Work Place
1.3.5: The Global Marketplace
1.4: Case Study Discussion on Human Relations Skills Topics
1.5: Study of Videos & Films on Human Relations followed by Group Discussion

Unit 2: Human Relations & You
2.1: Human Relations & You
2.1.1: You, the Employee
2.1.2: You, the Manager / Leader
2.1.3: You, the Entrepreneur
2.1.4: You, the Family Person
2.1.5: You, the Social Human Being
2.1.6: You, the Global Citizen
2.2: What Human Relations is Not
2.2.1: Not to use understanding for manipulation
2.2.2: Not a cure-all
2.2.3: Not a quick-fix for deep personal problems
2.2.4: Not just a common sense
2.3: Self Esteem
2.4: Self Awareness & Self Disclosure
2.4.1: Activity in the Class regarding Self Awareness & Self Disclosure 2.5: Johari Window

2.5.1: Group Activity in Class on Johari Window

**Unit 3: Human Relations & Communication**


3.2: Inter-Personal Relations 3.2.1: Formal, 3.2.1: Informal

3.3: Transactional Analysis 3.3.1: Case Study Group Discussions & Role Plays on Transactional Analysis

**Unit 4: Human Relations & Group Dynamics**

4.1: Group Dynamics 4.1.1: Case Study Discussion on Group Dynamics 4.2: Conflict Management 4.2.1: Case Study Discussion on Conflict Management 4.3: Commitment 4.3.1: Case Study Discussion on Commitment 4.4: Accountability 4.4.1: Case Study Discussion on Accountability 4.5: Trust 4.5.1: Case Study Discussion on Trust

**List for Reference:**

I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)


**Evaluation:**

**STRATEGIES TO IMPROVE HUMAN RELATIONS:**

**Unit 1: Fundamentals of Improving Human Relations**

1.1: Investment of Quality Time in Knowing Others Personally 1.2: Open Communication & Active Listening 1.3: Values, Beliefs & Perceptions 1.4: Mutual Respect 1.5: Trust 1.6: Mindfulness 1.7: Welcoming Diversity & Difference 1.8: Case Study Discussions, Group Discussions & Group wise
Presentation on Fundamentals of Improving Human Relations

Unit 2: Improving Human Relations through Conversation Skills
2.1: What effective communication is and how to develop this skill? 2.2: Nonverbal signals 2.3: Crucial Conversations
2.3.1: What is Crucial Conversation & How to Master it? 2.3.2: How to stay focused on what you really want? 2.3.3: Make it Safe 2.3.4: Master My Stories
2.3.4.1: Case Study Discussion & Role Plays on 'Master My Stories'

Unit 3: Improving Human Relations through Key Inter-Personal & Group Skills
3.1: Influencing Skills
3.1.1: Case Study Discussion & Role Plays
3.2: Negotiation Skills
3.2.1: Case Study Discussion & Role Plays
3.3: Presentation Skills
3.3.1: Case Study Discussion & Role Plays
3.4: Public Speaking Skills
3.4.1: Formation of Groups, Group-wise Speech Topics & Practice of Public Speaking by Students while offering them inputs after each session

Unit 4: Human Relations & Leadership
4.1: Knowing People: Personal Touch

List for Reference:
Servant Leadership: Answer Literatures - Oluwagbemiga Olowosoyo (2014)
I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)

3.14 PERSONALITY & PSYCHOLOGY ASSESSMENT:
Unit 1. An Overview of Psychological Testing & Assessment
1.1: Psychological Testing and
Assessment Defined 1.1.1: Concept of Personality & Behaviour 1.1.2: Testing in Contrast to Assessment 1.2: Tools of Psychological Assessment 1.2.1: The Test 1.2.2: The Interview 1.2.3: The Portfolio 1.2.4: Case History Data 1.2.5: Behavioural Observation 1.2.6: Role Play Tests 1.2.7: Computers as Tools 1.2.8: Other Tools 1.3: How are Assessments Conducted? 1.4: Historical, Cultural, and Legal/Ethical Considerations

Unit 2. The Science of Psychological Measurement
2.1: A Statistics Refresher 2.1.1: Scales of Measurement 2.2: Of Tests and Testing 2.3: Reliability 2.4: Validity 2.5: Utility 2.6: Test Development

Unit 3. The Assessment of Intelligence, Aptitude & Personality

Unit 4. Testing and Assessment in Practice
4.1: Clinical and Counselling Assessment 4.2: Neuropsychological Assessment 4.3: Psychological interpretation and report writing 4.4: Assessment, Careers, and Business

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<tr>
<td>1.1: Defining the terms: Training, Education, Learning, Development, Coaching &amp; Human Resource Development</td>
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<td>1.2: The Human Resources Compass</td>
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<td>1.3: HRD Roles</td>
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<td>1.3.1: Fostering Ethical Culture</td>
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<td>1.3.2: Socializing Employees</td>
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<td>1.4: Today's Challenges in Training, Learning and Development 1.4.1: Case Study Discussion</td>
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<td><strong>Unit 2. Strategy &amp; Human Resource Development</strong></td>
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<td>2.3: The Problem with Strategy: Pitfalls 2.4: Strategic Analysis &amp; Planning for HRD 2.5: The Balanced Scorecard</td>
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<td><strong>Unit 3. Learning Organization, Learning &amp; Development: Need Identification &amp; Planning</strong></td>
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<td>3.3: Identification of Learning, Training &amp; Development Need</td>
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<td>3.4: The Planning &amp; Designing of Learning, Training &amp; Development 3.4.1: Fundamentals of Adult Learning</td>
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<td>3.4.2: The Adult Learner: Theory to Practice</td>
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<td>3.5: Workplace Diversity &amp; Training</td>
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### List for reference


### CORPORATE REPUTATION & CORPORATE BRANDING:

#### Unit 1. Corporate Reputation
1.1: The Rise of Corporate Reputation
1.1.1: Definitions of Reputation
1.1.2: Why does Reputation matter?
1.1.3: Levels of Reputation - average or aggregate?
1.1.4: The Strategic use of Reputation
1.1.4.1: Case Study of Patanjali
1.1.5: Corporate Reputation as 'Gestalt'
1.2: The Scope of Corporate Reputation
1.2.1: Connecting Employees with the company
1.2.2: The Building blocks of Corporate Reputation
1.2.3: Influences on Corporate Reputation
1.3: What is the Price & Value of Corporate Reputation?
1.3.1: The Reputational Audit
1.3.2: The Financial Value of Reputation
1.3.2: Case Study of Google
1.4: The broad Indicators of Corporate Reputation
1.5: The Development of Measures of Corporate Reputation
1.5.1: Specific Tools of Reputation Measurement
1.5.2: Measuring tangible and intangible facets of Corporate Reputation
1.5.3: Harris-Fombrun Reputation Quotient
1.5.4: The Corporate Character Scale

#### Unit 2. The significance of Corporate Culture
2.1: Introduction
2.2: Who is responsible for corporate reputation?
2.2.1: Is reputation management embedded in the culture of the organisation?
2.3: What is Corporate Culture?
2.4: The Types of Organisational Culture
2.4.1: Case Study of Traditional Japanese Organization’s Culture
2.5: Quality of Management and People Management

Unit 3. Corporate Branding
3.1: Branding
3.1.1: Branding background
3.1.2: Definitions of a Brand
3.1.3: Characteristics of Brands
3.1.4: Types of Branding
3.2: Moving towards Corporate Branding
3.2.1: Case Study of Toyota
3.3: The importance of Trust to a Brand
3.3.1: Case Study of Apple
3.4: The link between Branding and Reputation
3.5: Brands, Reputation and Corporate Social Responsibility
3.5.1: The triple bottom line
3.5.2: The emotional power of brands
3.5.3: Case Study of TATA

Unit 4: The Rise of Corporate Brands
4.1: Defining Corporate Brands
4.1.1: Differences between Product Brands and Corporate Brands
4.1.2: Brand Promise
4.2: Values, Culture and Personality
4.3: The Rise of Corporate Brands
4.3.1: The growth of the service industry and corporate branding
4.3.2: Strategic problems: gaps in the Corporate Brand
4.3.3: Success and failure of corporate branding
4.4: Measuring Corporate Brands
4.5: The Future of Brands

Reference


## Unit 1: Personal Branding

1.2.1: What Is Personal Branding?
1.2.2: Go Brand Yourself
1.2.3: How to Build Your Brand
1.2.4: The Five Universal Objectives of Personal Branding
1.2.4.1: Discover Your Passion
1.2.4.2: Be Bold. (It's Okay to Talk About Yourself)
1.2.4.3: Tell Your Story. (Your Story Is What Makes You Special)
1.2.4.4: Create Relationships
1.2.4.5: Take Action (Even a Small Step Is a Step Forward)
1.3: The Basics of Building Your Personal Brand
1.4: Strategic Brand Identity Analysis
1.5: Your Brand Identity & Brand Statement

## Unit 2: Personal Branding Through Digital Media

2.1: Blogging
2.2: LinkedIn
2.3: Twitter
2.4: Facebook
2.5: Sharing Videos & Photos
2.5.1: YouTube
2.5.2: Vimeo
2.5.3: Instagram
2.5.4: Video Do's and Don'ts
2.6: Other Digital Media Platforms
2.8: SEO

## Unit 3. Launching & Measuring Your Brand

3.1: Personal Brand Campaign
3.1.1: Model Case Studies
3.2: Unique Ways to Launch Your Branding Campaign
3.3: Measuring Success
3.3.1: Google Analytics
3.3.2: Nine Tools to Use for Measurement
3.4: How to Network

## Unit 4. Advance Level Personal Branding & It's Application

4.1: Public Speaking
4.1.1: Toastmasters
4.1.2: Industry & Civic Groups
4.1.3: Conferences
4.2: Getting Published: An Author
4.3: PR Campaign
4.3.1: Professional Assistance
4.4: Application of Personal Branding: Dream Job / Business
4.5: Acting as a Professional

### Books for reference

- Managing Brand You: 7 Steps to Creating Your Most Successful Self:
### 3.18 COUNSULTATION TECHNIQUES FOR COMMON LIFE PROBLEMS:

#### Unit 1: Fundamentals of Counselling & Consultation
1.1: Counselling & Counselling Theories
   - 1.1.1: What is Consultation, Counselling & Therapy?: How they Differ? What are the similarities?
1.2: Issues which bring People to Counselling & Consultation
1.3: Objectives & Principles of Counselling & Consultation
1.4: The Structure of Counselling: A 10 Stage Process
1.5: Counselling & Consultation Skills

#### Unit 2: Counselling & Consultation Techniques For Common Life Problems: I
(To be taught with the help of Case Studies Workshop & Group Discussion wherein Faculty to play a role of Facilitator Cum Moderator while providing Study Material & Structure for the Workshop)
2.1: Counselling for Depression and Anxiety
   - 2.1.1: Use of NLP Technique for Negative Emotion Management
2.2: How to Help Victims of Domestic Violence and Abuse
2.3: Healing Childhood Sexual Abuse
   - 2.3.1: Use of Time Line Theory of NLP
2.4: Healing the Pain of Grief
   - 2.4.1: Consultation and use of NLP for Healing of Trauma
2.5: Working With Anger
   - 2.5.1: Consultation & use of NLP for Anger & Negative Emotions Management

#### Unit 3: Counselling & Consultation Techniques For Common Life Problems: II
(To be taught with the help of Case Studies Workshop & Group Discussion wherein Faculty to play a role of Facilitator Cum Moderator while providing Study Material & Structure for the Workshop)
3.1: Steps to Marriage Counselling
3.2: Steps for Healing Adultery and Infidelity
3.3: Steps to Making Peace
3.4: Loss of Parental Caring

#### Unit 4: Consultation Practice
4.1: Learn Empathy: Building Skills for Caring
4.2: Life Story Questionnaire & Power Questioning
4.3: Building & Working in a Counselling Relationship
4.4: Testing & Assessment for Counselling & Consultation
4.5: Ethical & Cultural Considerations
4.6: When to refer the Client to qualified practitioner in: Psychologist / Therapist / Psychiatrist

### Books for reference
### EMPLOYEE ENGAGEMENT:

**Unit 1. The Case for Employee Engagement: Connections Versus Transaction**

1.1: The Employee Engagement Spectrum
1.2: Engagement Factors
   1.2.1: Peace
   1.2.2: Anxiety
   1.2.3: Schedule
   1.2.4: Technology
   1.2.5: Turnover
   1.2.6: Productivity
   1.2.7: Revenue and Profitability
1.3: Question to Ask Yourself
   1.3.1: What connections do we have with our employees?
   1.3.2: What reasons, emotions, and aspirations do we provide our employees with which they can connect?
   1.3.3: How could we create different types of connections with our employees?
   1.3.4: What have we done that would reduce the bond we have with our employees?
   1.3.5: How have we focused on movement toward stronger engagement levels?
   1.3.6: How have we focused on labels and lost sight of the bigger picture?
   1.3.7: What impact have our engagement efforts had on productivity?
   1.3.8: How have our engagement efforts improved customer loyalty?
   1.3.9: How have we improved the organization’s results through our engagement efforts?

**Unit 2. Factors Impacting Engagement Data & Engagement Drivers**

2.1: Factors Impacting Engagement Data 2.1.1: Narrow Research 2.2.1: Poor Survey Design 2.3.1: Biased Approach 2.2: Engagement Drivers
   2.2.1: Culture
2.2.2: Success Indicators
2.2.3: Priority Setting
2.2.4: Communication
2.2.5: Innovation
2.2.6: Talent Acquisition
2.2.7: Talent Enhancement
2.2.8: Incentives and Acknowledgement
2.2.9: Customer - Centered
2.3: Questions to Ask Yourself on Engagement Drivers
2.3.1: What kind of Culture do we espouse & What kind of Culture actually exists?
2.3.2: How does our culture impact our success?
2.3.3: How does our culture impact trust in our organization?
2.3.4: What are our success measurements?
2.3.5: To what extent do these success measures align with our culture?
2.3.6: To what extent do our success measures relate to the value we bring to our customers?
2.3.7: Are priorities and goals shared or marketed to employees?
2.3.8: How many different types of communication vehicles does our organization has / utilize?
2.3.9: To what extent are we aware of and understand our informal communication networks?
2.3.10: How have we helped each employee see their role in innovating? 2.3.11: To what extent does bureaucracy limit our ability to maintain a competitive edge?
2.3.12: How are we currently branding ourselves using our recruiting and selection systems? How should we?
2.3.13: How do we create early successes for each new employee?
2.3.14: When people leave, how much history and knowledge walk out the door with them?
2.3.15: Where are we over-reliant on an expert or specialist to get information? 2.3.16: How many experienced people do we lose because we pay new hires more than existing employees?
2.3.17: To what degree are we grateful that we have the employees we do?
2.3.18: To what extent does stock price, shareholder value, and so forth drive organizational behaviour over actual business cycles or customer interests?
2.3.19: To what degree is our organizational structure supporting customer interests and business cycles?
2.4: Global to Local Lenses
2.4.1: Why These Drivers Are Important
2.4.2: Distinct Differences between different subgroups (based on Age) 2.4.2.1: Age 18 to 29: Concerned with compensation and getting the necessary information needed to do the job.
2.4.2.2: Age 30 to 40: Concerned with issues regarding a safe culture and trust in senior leadership.
2.4.2.3: Age 40 to 49: Having a coach or mentor is very important to this group. Another area of concern for this segment is trust in senior leadership.
2.4.2.4: Age 50 to 59: They see direct supervisors putting themselves before their employees.
2.4.2.5: Age 60 to 69: The major areas of concern for this group is top management & change culture within an organization.

Unit 3. Engaging Leaders, Engaging Cultures
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3.2: Awareness vs. Adoption
3.3: The Art and Science of Leadership
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3.5: Career Transitions
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3.7: Self - Interest
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Unit 4. Reaping The Rewards of Engagement
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4.1.3: Employee Engagement is a Process
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4.2: Engagement in Difficult Economies
4.2.1: Focus on Transparency
4.2.2: Focus on Senior Leadership Efforts
4.2.3: Focus on Consistency
4.2.4: Focus on Celebrating
4.2.5: Focus on the Customer
4.3: A New Definition of Engagement
4.3.1: Clearer Connections
4.3.2: Improved Trust
4.3.3: Increased Resourcefulness
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Books for reference

### BALANCED SCORE CARD & BUSINESS STRATEGY:

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Unit 2: Linking Balanced Score Card to Business Strategy
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2.2: Overall Performance Drivers
2.3: Using Diagnostic Measures to Balance Strategic Measures
2.4: Development of Balanced Score Card for 2.4.1: Corporate Head Quarters 2.4.2: Strategic Business Units 2.4.3: Joint Ventures 2.4.4: Support Departments 2.4.5: NGO's & Governmental Enterprises
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3.2: Scorecard Champion 3.3: Team Formation
3.4: Project Plan
3.5: Overall Scorecard Structure incl. Cascading
3.6: Templates for different levels within Organization 3.7: Workshops
3.8: Strategy Mapping & Alignment of Scorecard Parameters across levels
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Unit 4: Closing The Loop: Alignment, Communication & Results
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4.2: Translating Strategy into Aligned & Related Activities
4.3: Internal Communication
4.4: External Communication
4.5: Measurement
4.6: Feedback
4.7: Appraisals linked to Results
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<td>1.3.5.6: Positioning &amp; Competitive Advantages</td>
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<td>1.4.3: Decline in brand loyalty &amp; increase in price sensitivity among customers</td>
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<td>1.4.4: Increasing customer cynicism about business and marketing activities.</td>
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<td>1.4.6: Global Competition</td>
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<td>1.5: Case Study Discussion on Application of Neuro Linguistic Processes &amp; Emotional Intelligence</td>
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| Unit 2. Strategic Marketing Planning Process |
| 2.1: Corporate, Business Unit & Functional Strategic Planning |
| 2.1.1: Alignment with Organization Vision, Mission & Objectives |
| 2.1.2: Cascading of Organizational Goals |
| 2.2: The Strategic Marketing Plan |
2.2.1: The typical Structure or outline of a Marketing Plan
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2.2.1.3: SWOT Analysis
2.2.1.4: Marketing Goals and Objectives
2.2.1.5: Marketing strategies
2.2.1.6: Marketing Implementation
2.2.1.7: Evaluation and Control
2.3: Purposes & Significance of Marketing Plan
2.4: Maintaining Customer Focus & Balance in Strategic Planning
2.4.1: Balanced Score Card approach
2.4.2: Case Study on Customer Oriented Marketing Plan
2.5: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence

**Unit 3. Marketing Strategy Formulation**

3.1: Competitive Advantage
3.1.1: Generic Strategy
3.1.1.1: Cost Leadership
3.1.1.2: Differentiation
3.1.1.3: Focus
3.1.1.4: Issues with 'Stuck in the middle'
3.1.1.5: Case Study Discussion
3.2: Identifying Sources of Competitive Advantage
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3.2.2: Perception of Product / Service
3.2.3: Technology / Patent Protection
3.2.4: Brand
3.2.5: Low Cost Operations
3.2.6: Legal Advantage
3.2.7: Alliances, Relationships & People
3.2.8: Market Knowledge & Network
3.2.9: Flexibility
3.2.10: Entry barrier to competitors
3.2.11: Case Study Discussion
3.3: Market Position
3.3.1: Market Leader Strategies
3.3.2: Market Challenger Strategies
3.3.3: Market Follower Strategies
3.3.4: Marker Niche Strategies
3.3.5: Case Study Discussion
3.4: Offensive & Defensive Strategies
3.5: Ansoff Product & Market Strategy Matrix
3.5.1: Market Penetration
3.5.2: Market Development
3.5.3: Product Development
3.5.4: Diversification
3.5.5: Case Study Discussion
3.6: Product Life Cycle based Strategies
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3.6.2: Growth Phase
3.6.3: Maturity Phase
3.6.4: Decline Phase
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Unit 4. Marketing Strategy Implementation
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4.1.1: Success Vs Failure: Major Reasons
4.1.2: Case Study Discussion
4.2: Fundamentals Principles / Key Elements in Implementation
4.2.1: Leadership
4.2.2: Culture
4.2.3: Resources
4.2.4: Structure
4.2.5: Control
4.2.6: Skills
4.2.7: Alignment
4.2.8: Systems
4.3: Assessing Ease of Implementation
4.3.1: Relationship between Change & Importance
4.3.2: Strategic Fit
4.4: People, Power & Politics
4.5: Internal Marketing
4.6: Customer Relationship Management Strategy
4.7: Applying Project Management Techniques
4.8: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence

Books for reference


Strategic Marketing: Pearson Prentice Hall - Todd Mooraddin, Kurt
3.22 PRACTICAL IN PERSONALITY, INTELLIGENCE & APTITUDE ASSESSMENT:

UNIT 1: Defining Process for the Tests: Students will be divided into three groups. Each group has to choose min. 4 Tests from the list. Each group will have to discuss a defined process of Counselling Assessment Test & parameter to be covered along with it's relevance & minute down their consensus on understanding each of the selected processes for each selected test (2 credit).

UNIT 2: Practicing the Assessment Tests: Each group to experiment with & practice each of the selected Tests within their group & minute down the results (2 credit).

UNIT 3: Presenting the Tests: Each student will present at least one of the tests in the class with the help of the group member & other groups will give their feedback (2 credit).

UNIT 4: Concluding on the Tests Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of each tests. Report to be submitted in hard as well as soft copy (2 credit).

Books for Reference


### PRACTICAL IN EMPLOYEE ENGAGEMENT:

**UNIT 1: Defining Process for the Tests:** Students will be divided into two groups. Each group has to design & conduct both the Tests: "Organizational Employee Engagement Culture & Status Test" & "Employee Engagement Test". Each group will have to discuss a defined process of these two tests along with the major factors & drivers to be covered along with it's relevance & minute down their consensus on understanding each of the selected factors & drivers both the tests (2 credit).

**UNIT 2: Conducting the Tests:** Groups to conduct survey in min. two of the outside organizations while maintaining the level of professionalism while dealing with outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).

**UNIT 3: Evaluating & Presenting the Tests:** Each Group will present at least one of the tests along with it's results in the class with the help of the group members & other group will give their feedback (2 credit).

**UNIT 4: Concluding on the Tests Design & Process & Report Submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of these tests. Report to be submitted in hard as well as soft copy (2 credit)

### Books for Reference

- Report from Gallup Consulting: Q12 Meta-Analysis - Harter, Schmidt, Killham & Asplund

### PRACTICAL IN CORPORATE & BUSINESS STRATEGY:

**UNIT 1: Defining Process for the Survey:** Students will be divided into two groups. Each group has to design & conduct below Surveys:

i) Corporate Strategic Direction  
ii) Corporate Portfolio Analysis  
iii) Business Strategy for Competitive Advantage  
iv) Business Strategy Execution

Each group will have to discuss a defined process of above surveys along with the major factors to be covered along with their relevance & minute down their consensus (2 credit).
### UNIT 2: Conducting the Survey
Groups to conduct survey in min. two of the outside corporate organizations (who has corporate group office & various business verticals / units) while maintaining the level of professionalism while dealing with these outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).

### UNIT 3: Evaluating & Presenting the Surveys
Each Group will present all the 4 surveys along with their analysis & results in the class with the help of the group members & other group will give their feedback (2 credit).

### UNIT 4: Concluding on the Survey Design & Process & Report Submission
After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the surveys. Then each student will submit his / her report on the concluded design, process & effective execution of these surveys along with their learnings from it. Report to be submitted in hard as well as soft copy (2 credit).

### Books for Reference
- Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010)

### 3.25 PRACTICAL IN CORPORATE COMMUNICATION & BRANDING
#### UNIT 1: Defining Process for the Survey
Students will be divided into two groups. Each group has to design & conduct below Surveys:

<table>
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<tr>
<th>3.25</th>
<th>PRACTICAL IN CORPORATE COMMUNICATION &amp; BRANDING</th>
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<tbody>
<tr>
<td><strong>UNIT 1: Defining Process for the Survey</strong></td>
<td>Students will be divided into two groups. Each group has to design &amp; conduct below Surveys:</td>
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</tbody>
</table>
i) Corporate Communication: Process & Methods
ii) Corporate Brand: Process & Brand Measurement

Each group will have to discuss a defined process of above surveys along with the major aspects to be covered along with their relevance & minute down their consensus (2 credit).

**UNIT 2: Conducting the Survey:** Groups to conduct survey in min. two of the outside corporate organizations (who has corporate group office & various business verticals / units) while maintaining the level of professionalism while dealing with these outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).

**UNIT 3: Evaluating & Presenting the Surveys:** Each Group will present these 2 surveys along with their analysis & results in the class with the help of the group members & other group will give their feedback (2 credit).

**UNIT 4: Concluding on the Survey Design & Process & Report Submission:**
After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the surveys. Then each student will submit his / her report on the concluded design, process & effective execution of these surveys along with their learnings from it. Report to be submitted in hard as well as soft copy (2 credit).

**Books for Reference**


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<td>1.1.1: Focus on Important</td>
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<td>1.2: First Principles, Then, Techniques</td>
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<td>1.2.1: Principles Test</td>
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<td>1.2.2: Objective / Life Goal Test</td>
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<td>1.2.3: Values &amp; Ethics Test</td>
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<td>1.3: Know your Brain Messages &amp; Triggers, Distortions, Deletions, Generalizations</td>
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<td>2. Decision Making Process, Tools &amp; Techniques</td>
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<td>2.1: Decision Types &amp; Their Treatment</td>
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<td>2.1.1: Cognitive Conflict (Importance Vs Uncertainty)</td>
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<td>2.2: Decision Making Process</td>
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<td>2.4: Decision Making Techniques: Tables, Matrixes, Trees &amp; Tools</td>
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<td>3. Professionalism</td>
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<td>3.1.1: Why Integrity precedes professional competence 3.1.2: Follow rules</td>
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<td>3.1.4: When it doubt, do not do what is convenient but seek counsel</td>
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<td>3.1.5: Test of Public Scrutiny</td>
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<td>3.2.3: Courtesy &amp; Humility</td>
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<td>3.2.4: Thought Clarity &amp; Goal Orientation</td>
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<td>4. Ethics</td>
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<td>4.3.4: Signing on the Dotted Line: Ethics as Contract</td>
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<td>4.3.5: The Golden Rule: Common Sense Ethics</td>
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<td>4.3.6: Turning Down the Testosterone: Feminist Care Ethics</td>
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<td>4.4: Applying Ethics to Real Life</td>
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<td>4.4.1: Discoveries related to Human Life: Biomedical Ethics</td>
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<td>4.4.3: Serving the Public: Professional Ethics</td>
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<td>1.3: 9 Steps of Entrepreneurship Process / Things to Plan during Startup</td>
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<td>1.3.2: What can you do for your Customer</td>
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<td>1.3.3: How do you Scan Market &amp; Competition &amp; then, Position your</td>
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Product / Solution
1.3.4: How does your customer Acquire your Product / Solution
1.3.5: How & from Where your Acquire Resources & Finance
1.3.6: How do you make Money from your product / solution
1.3.7: How & Where do you Design & Build your Product / Solution
1.3.8: How do you Manage your Business Processes & People
1.3.9: How do you Scale your Business
1.4: Five things to take care of / to give more importance to
1.4.1: Knowing & Dealing with Contracts & Laws
1.4.2: Dealing with Vendors, Key Customers & Business Partners with long term objective
1.4.3: Developing Team & Retaining Key Talent
1.4.4: Dealing with Collections, Cash Flow & Profitability
1.4.5: Continuous Scanning of Market & Leading Change / Transformation
Management

Unit 2: Business Acumen
2.1: What is Business Acumen
2.2: Five Drivers of Business Acumen (To be taught along with Case Study)
2.2.1: Driver: Cash
2.2.1.1: Accounts Payable & Receivable
2.2.1.2: Cash Conversion Cycle
2.2.1.3: Free Cash Flow
2.2.1.4: Weighted Average Cost of Capital
2.2.2: Driver: Profit
2.2.2.1: Top Line
2.2.2.2: COGS 2.2.2.3: SG&A
2.2.2.4: EBIT & EBITDA
2.2.2.5: Bottom Line
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2.2.5.1: Engagement
2.2.5.2: Talent Management
2.2.5.3: Training, Developing, Coaching & Mentoring
2.2.5.4: Job Rotation
2.2.5.5: Group case studies & Simulation

Unit 3: Simplifying the Financials (To be taught along with Case Study)
3.1: Income Statement
3.2: Balance Sheet
3.3: Statement of Cash Flows
3.4: Annual and other periodic reports

Unit 4: Business Planning (To be taught along with Case Study)
4.1: What is a Business Plan & Why write a Business Plan
4.2: How to Prepare a Detailed Business Plan
4.2.1: A brief statement of your objectives.
4.2.2: Your assessment of the market you plan to enter.
| 4.2.3 | The skill, experience and finance you will bring to it. |
| 4.2.4 | The particular benefits of the product or service to your customers. |
| 4.2.5 | How you will set up the business. |
| 4.2.6 | The longer-term view. |
| 4.2.7 | Your financial targets. |
| 4.2.8 | The money you are asking for and how it will be used. |
| 4.2.9 | Appendices to back up previous statements, including especially the cash flow and other financial projections. |
| 4.2.10 | History of the business (where applicable). |
| 4.3 | How to Prepare a 5 Point Concise Business Plan |
| 4.3.1 | The Strategic Plan: Forming the Heart of Your Story. |
| 4.3.2 | The Operational Plan: Bringing Your Plan to Life. |
| 4.3.3 | The Organizational Plan: Defining Your Company Structure. |
| 4.3.4 | The Resources Plan: Analysing the Support You Need to Put Your Plan Into Action |
| 4.3.5 | The Contingency Plan: Taking Evasive Action in a Crisis Situation |
| 4.4 | Selling your Business Plan |

### CHILD & ADOLESCENT CONSULTING:

**Unit 1: Introduction to & Key Aspects of Child & Adolescent Consulting & Counselling**

1.1: Historical & Contextual Trends in Counselling Children & Adolescents
1.2: Consulting & Counselling needs of Children and Adolescents
1.3: Legal & Ethical Issues in Counselling & Consulting Children & Adolescents
1.4: Culturally Responsive Consulting
1.5: Attachment, Trauma & Repair from Infant to Adolescent Development:
Counselling Implications from Neurobiology
1.6: Characteristics of Child and Adolescent Consultant

**Unit 2: Counselling Process: Implications for Child & Adolescent Counselling**

2.1: Locations of Needs (School, Family, Residential care, Community)
2.2: Nature of Issues (Emotional, Behavioural, Conduct, Developmental, Learning)
2.3: The Counselling Process
2.4: Counselling Theories & Approaches
2.4.1: Psychodynamic Theories
2.4.2: Humanistic Approaches
2.4.3: Cognitive Behavioural Approaches
2.4.4: Family & Organization System Approaches
2.4.5: Constructivist Approaches

**Unit 3: Consulting / Counselling Practice: Specifics for Child & Adolescent Counselling**

3.1: Consulting / Counselling with Very Young Children (Age: Up to 4) & their Families
3.2: Consulting / Counselling with Young Children (Age: 5 - 8) & their Families
3.3: Consulting / Counselling with Older Children (Age: 9 - 11)
3.4: Consulting / Counselling with Young Adolescents (Age: 12 - 14)
3.5: Consulting / Counselling with Older Adolescents (Age: 15 - 19)
3.6: Consulting / Counselling Emerging Adults (Age: 18 - 21)
### 3.7: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?

#### Unit 4: Some Challenging Contexts

- **4.1:** Working with Child Abuse & Neglect
- **4.2:** Working with Children & Adolescent with Disabilities & Healthcare Needs
- **4.3:** Working with Suicidal Adolescents
- **4.4:** Special Needs Children including intellectually different students (the gifted and the mentally handicapped)
- **4.5:** Specific Issues in Specific Education Settings

#### List for Reference:
- Adolescent Counselling Psychology: Theory, Research & Practice: Routledge - Terry Hanley & Neil Humphrey (2013)

---

### 4.29 SUCCESION PLANNING & MANAGEMENT:

#### Unit 1: Fundamentals of Succession Planning & Management (SP&M)

- **1.1:** Defining Succession Planning and Management (SP&M)
  - 1.1.1: Distinguishing SP&M from Replacement Planning, Workforce Planning, Talent Management and Human Capital Management
- **1.2:** Making the Business Case for Succession Planning and Management
  - 1.2.1: Case Study on succession Planning
  - 1.2.2: Reasons for a Succession Planning and Management Program
  - 1.2.3: Reasons to Launch Succession Planning and Management Depending on Global Location
- **1.3:** The Most Famous Question in Succession: To Tell or Not To Tell
- **1.4:** Management Succession Planning, Technical Succession Planning or Social Network Succession Planning: What Are You Planning For?
- **1.5:** Best Practices and Approaches in SP&M
- **1.6:** Trends Influencing Succession Planning and Management

#### Unit 2: Preparation for SP&M Program

- **2.1:** Key Characteristics of Effective SP&M Program
  - 2.1.1: Common Mistakes and Missteps to Avoid
  - 2.1.2: Case Study in failure of SP&M Program
- **2.2:** Life cycle of SP&M Programs
- **2.3:** Competency Identification, Values Clarification, and Ethics
  - 2.3.1: Key Steps for a Fifth-generation Approach to SP&M
  - 2.3.2: How to conduct and use Competency Identification Studies for SP&M
- **2.3.3:** Newest Developments in Identification, Modelling and...
Assessment of: Competencies, Values & Ethics
2.4: Making the Case for Major Change
2.4.1: Assessing Current Problems and Practices
2.4.2: Demonstrating the Need
2.4.3: Determining Organizational Requirements
2.4.4: Linking SP&M Activities to Organizational and Human Resource Strategy
2.5: Benchmarking Best Practices and Common Business Practices in Other Organizations
2.6: Obtaining and Building Management Commitment
2.6.1: The Key Role of the CEO in the Succession Effort
2.6.2: The Key Daily Role of Managers in the Succession Effort
2.6.2: Case Study in Senior Management's Role in Success of Succession Planning Program.

Unit 3: Assessing the Present & Future
3.1: Starting a Systematic Program
3.1.1: Strategic Choices in Where and How to Start
3.1.2: Conducting a Risk Analysis and Building a Commitment to Change
3.1.3: Writing Policy and Procedures
3.1.4: Clarifying the Roles of the CEO, Senior Managers and Others
3.1.5: Addressing the Legal Framework
3.1.6: Establishing Strategies for Rolling Out the Program
3.2: Refining the Program
3.2.1: Preparing & Communicating Program Action Plan
3.2.2: Training on Succession Planning and Management
3.2.3: Counselling Managers About Succession Planning Problems in Their Areas
3.3: Assessing Present Work Requirements and Individual Job Performance
3.3.1: Identifying Key Positions
3.4: Creating Talent Pools: Techniques and Approaches
3.4.1: Thinking Beyond Talent Pools
3.5: Assessing Future Work Requirements and Individual Potential
3.5.1: Identifying Key Positions and Talent Requirements for the Future
3.5.2: The Growing Use of Assessment Centers and Portfolios
3.6: The Latest Issues in Potential Assessment

Unit 4: Operating and Evaluating an SP&M Program
4.1: Developing Internal Successors
4.1.1: Testing Bench Strength
4.1.2: Formulating Internal Promotion Policy
4.1.3: Preparing & Evaluating Individual Development Plans
4.1.4: Developing Successors Internally
4.1.5: The Role of Leadership Development Programs
4.1.6: The Role of Coaching
4.1.6.1: Case Study in Executive Coaching
4.1.7: The Role of Mentoring
4.2: Assessing Alternatives to Internal Development
4.2.1: The Need to Manage for "Getting the Work Done" Rather than "Managing Succession"
4.2.2: Innovative Approaches
4.3: Integrating Recruitment with Succession Planning
4.3.1: What Is Recruitment and What Is Selection?
4.3.2: When Should Recruitment Be Used to Source Talent?
4.3.3: Internal Versus External Recruitment: Integrating Job Posting with Succession Planning
4.3.4: Recruiting Talented People from Outside
4.3.5: Innovative Recruitment Approaches to Attract High Potentials
4.4: Integrating Retention with Succession Planning
4.4.1: What Is Retention and Why Is It Important?
4.4.2: Who Should Be Retained?
4.4.3: What Common Misconceptions Exist in Managing Retention Issues?
4.4.4: Using a Systematic Approach to Increase the Retention of Talented People
4.5: Using Technology to Support SP&M Programs
4.5.1: Online and High-Tech Methods
4.6: Evaluating SP&M Programs
4.6.1: What Metrics Should Be Used to Evaluate SP&M Programs?
4.6.2: What Should Be Evaluated?
4.6.3: How Should Evaluation Be Conducted?
4.6.4: How Can SP&M Be Evaluated with the Balanced Scorecard and HR Dashboards?

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**List for Reference:**

Handbook of Consumer Psychology. New York: Taylor & Francis Group


The seven sins of consumer psychology. Journal of Consumer Psychology, 23 (4),


| 4.32 GROUP CONSULTING THEORIES & TECHNIQUES: |
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| 1.2: Goals, Functions and Definitions of: Group guidance, Group Counselling & Group Therapy |
| 1.3: Types of Groups |
| 1.4: Self Help Groups |
| 1.4.1: Group Members as Therapist |
| 1.5: Psychotherapy & Counselling Groups: Some Overlap |
| 1.6: Benefits of Group Counselling |
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4.5: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?

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1.4: Cultural Diversity
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1.4.2: Dress Codes and Symbolism
1.4.3: Ethnicity
1.5: Origins of Culture & Culture's Evolutionary Basis
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1.6: Universality, Generality, and Particularity
1.7: Culture and the Individual
1.8: Multicultural World & Globalization

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2.2: Culture & Nature: Interacting with Environment
2.3: Exchange in Economic Systems
2.4: Marriages & Families
2.5: Kinship & Descent
2.6: Personality & Gender in Comparative Perspective
2.7: The Organization of Political Life & Power
2.8: Social Inequality & Stratification
2.9: Religion, Spirituality & Worldview
2.10: Art, Aesthetic & Sports

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4.34 CORPORATE CULTURE:

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### Books for reference


### 4.35 INNOVATION & ENTREPRENEURSHIP:

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1.1.2: The Mind of The Innovator  
1.2: Ten Types of Innovations in Three Categories  
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1.2.1.2: Network  
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3.4: Principles of Innovation in Entrepreneurship

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3.1.3: Core Principles of Management
3.2: The Entrepreneurial Business
3.2.1: The New Venture
3.3: Entrepreneurship Strategies
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3.3.2: "Hit Them Where They Ain't"
3.4: Ecological Niches
3.4.1: The Toll-gate Strategy
3.4.2: The Specialty Skill Strategy
3.4.3: The Specialty Market Strategy
3.5: Opportunity in Changing Values and Characteristics
3.5.1: By Creating Customer Utility
3.5.2: By Pricing:
3.5.3: By Adaptation to the Customer's Social and Economic reality; 3.5.4: By Delivering what represents True Value to the customer.

**List for Reference**

Disrupt Yourself: Biblimotion Inc. - Whitney Johnson (2015)
Entrepreneurship: Howard Books - Dave Ramsey (2011)

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4.36 **PROJECT WORK IN EMOTIONAL INTELLIGENCE, HUMAN RELATIONS & ORGANIZATION SUCCESS:**

**UNIT 1:** To prepare a format of the Project report, Questionnaires & Interview Check-lists: Detailed preparation before approaching shortlisted companies so that, the interaction will be managed time efficiently & professionally.

**UNIT 2:** Establish contact with the Company & Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company & align with them on the Project Topic & Objectives & then, take appointments. Each student to keep a log of such a visits in a prescribed format.
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<td>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews &amp; work along with the executives of the company on project topic. Each Student need to follow Do's &amp; Don'ts while interacting with the Industry Executives &amp; should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' &amp; should submit it to college faculty.</td>
</tr>
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<td>UNIT 4: Project Report: Each student to prepare a Project Report &amp; get it validated by the company executives &amp; college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'.</td>
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<th>4.38 SUCCESSFUL STRATEGY EXECUTION:</th>
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<tr>
<td>UNIT 1: To prepare a format of the Project report, Questionnaires &amp; Interview Check-lists: Detailed preparation before approaching shortlisted companies so that, the interaction will be managed time efficiently &amp; professionally.</td>
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<tr>
<td>UNIT 2: Establish contact with the Company &amp; Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company &amp; align with them on the Project Topic &amp; Objectives &amp; then, take appointments. Each student to keep a log of such a visits in a prescribed format.</td>
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UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the company executives & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'.
SGPA = \( \frac{\sum CG}{\sum C} \) for a semester, where \( C \) is Credit Point and \( G \) is Grade Point for the Course/Subject.

The Cumulative Grade Point Average (CGPA) will be calculated in the following manner:

\[
\text{CGPA} = \frac{\sum CG}{\sum C}
\]

for all semesters taken together.

**R. ________ PASSING STANDARD FOR ALL COURSES:**

Passing 50% in each subject/Course combined Progressive Evaluation (PE)/Internal Evaluation and Semester-End/Final Evaluation (FE) examination taken together. i.e. (Internal plus External Examination)

**R. ________**

A. Carry forward of marks in case of learner who fails in the Internal Assessments and/or Semester-end examination in one or more subjects (whichever component the learner has failed although passing is on total marks).

B. A learner who PASSES in the Internal Examination but FAILS in the Semester-end Examination of the Course shall reappear for the Semester-End Examination of that Course. However his/her marks of internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

C. A learner who PASSES in the Semester-end Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that Course. However his/her marks of Semester-End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**R. ________ ALLOWED TO KEEP TERMS (ATKT)**

A. A learner shall be allowed to keep term for Semester II irrespective of number of heads/courses of failure in the Semester I.

B. A learner shall be allowed to keep term for Semester III wherever applicable if he/she passes each of Semester I and Semester II.

**OR**

C. A learner shall be allowed to keep term for Semester III wherever applicable irrespective of number of heads/courses of failure in the Semester I & Semester II.

D. A learner shall be allowed to keep term for Semester IV wherever applicable if he/she passes each of Semester I, Semester II and Semester III.

**OR**

E. A learner shall be allowed to keep term for Semester IV wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, and Semester III.

F. A learner shall be allowed to keep term for Semester V wherever applicable if he/she passes each of Semester I, Semester II, Semester III and Semester IV.

**OR**
G. A learner shall be allowed to keep term for Semester V wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, and Semester IV.

H. The result of Semester VI wherever applicable OR final semester shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV, Semester V wherever applicable.

OR

I. A learner shall be allowed to keep term for Semester VI wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, Semester IV and Semester V.