

AC 11/5/2017
Item No.

UNIVERSITY OF MUMBAI



Syllabus for Approval

| | Heading | Particulars |
|---|--------------------------------------|--|
| 1 | Title of the Course | Master In Emotional Intelligence & Human Relations |
| 2 | Eligibility for Admission | 1. Graduate in any faculty from any university recognized by UGC in India 2. Admissions on the basis of Written Test & Interview. |
| 3 | Passing Marks | 50% PASSING MARKS |
| 4 | Ordinances / Regulations (if any) | |
| 5 | No. of Years / Semesters | 2 YEARS / 4 SEMESTERS |
| 6 | Level | GRADUATE |
| 7 | Pattern | SEMESTER |
| 8 | Status | NEW |
| 9 | To be implemented from Academic Year | From Academic Year 2017-18 |

Date: 11/5/2017

Signature:

Dr. Anil Karnik, I/C. Director, Garware Institute of Career Education & Development



**UNIVERSITY OF MUMBAI'S
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 | | | | | | | | | |
|--|---------------------|--|------------------------------|------------------------------|----------------------------|--------------------------|------------------------|--------------------|----------------------|
| | Subject Code | Core Subject | Assessment Pattern | | | Teaching Hours | | | |
| | | Topics | Internal Marks 60 | External Marks 40 | Total Marks 100 | Theory Hours | Practical Hours | Total Hours | Total Credits |
| SEMESTER- I | 1.1 | FUNDAMENTALS OF EMOTIONAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 1.2 | NEURO LINGUISTIC PROCESSES & EMOTIONAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 1.3 | EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 1.4 | STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 1.5 | PRACTICAL/ FIELD WORK: TECHNIQUES PRACTICAL | 100 | - | 100 | - | 60 | 60 | 2 |
| | | Total | | | 500 | 240 | 60 | 300 | 18 |
| | | | | | | | | | |
| SEMESTER- II | 2.6 | MARKETING MANAGEMENT: APPLICATION OF EMOTIONAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 2.7 | ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 2.8 | BEHAVIOURAL INTELLIGENCE & TEAM WORK | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 2.9 | INTERPERSONAL COMMUNICATION & CONVERSATIONAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 2.10 | CORPORATE & BUSINESS STRATEGY: SUCCESS THROUGH EMOTIONALLY INTELLIGENT LEADERSHIP | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 2.11 | PRACTICAL/ FIELD WORK: EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL | 100 | - | 100 | 15 weeks | - | | 4 |
| | | Total | | | 600 | 300+ 15 weeks | | | 24 |

Master In Emotional Intelligence & Human Relations – Duration Two Years

| | Subject Code | Core Subject | Assessment Pattern | | | Teaching Hours | | | |
|----------------------|--------------|---|----------------------|----------------------|--------------------|----------------|------------------------------|-------------|---------------|
| | | Topics | Internal Marks 60 | External Marks 40 | Total Marks 100 | Theory Hours | Practical Hours | Total Hours | Total Credits |
| SEMESTER- III | 3.12 | FUNDAMENTALS OF HUMAN RELATIONS | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.13 | STRATEGIES TO IMPROVE HUMAN RELATIONS | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.14 | PERSONALITY & PSYCHOLOGY ASSESSMENT | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.15 | STRATEGIC HUMAN RESOURCE DEVELOPMENT | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.16 | CORPORATE REPUTATION & CORPORATE BRANDING | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.17 | BRANDING YOURSELF @ DIGITAL MEDIA | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.18 | COUNSULTATION TECHNIQUES FOR COMMON LIFE PROBLEMS | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.19 | EMPLOYEE ENGAGEMENT | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 3.20 | BALANCED SCORE CARD & BUSINESS STRATEGY | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 3.21 | STRATEGIC MARKETING: APPLICATION OF NLP & EI | 100 | - | 100 | 60 | | 60 | 4 |
| | 3.22 | PRACTICAL/ FIELD WORK: PRACTICAL IN PERSONALITY, INTELLIGENCE & APTITUDE ASSESSMENT | 100 | | 100 | 15 weeks | | | 4 |
| | 3.23 | PRACTICAL/ FIELD WORK: PRACTICAL IN EMPLOYEE ENGAGEMENT | 100 | | 100 | 15 weeks | | | 4 |
| | 3.24 | PRACTICAL/ FIELD WORK: PRACTICAL IN CORPORATE & BUSINESS STRATEGY | 100 | | 100 | 15 weeks | | | 4 |
| | 3.25 | PRACTICAL/ FIELD WORK: PRACTICAL IN CORPORATE COMMUNICATION & BRANDING | 100 | | 100 | 15 weeks | | | 4 |
| | | | Total | | | 1400 | 600+ 60 weeks | | |
| | | | | | | | | | |
| SEMESTER- IV | 4.26 | DECISION MAKING, PROFESSIONALISM & ETHICS | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 4.27 | ENTREPRENEURSHIP, BUSINESS ACUMEN & BUSINESS PLANNING | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 4.28 | CHILD & ADOLESCENT CONSULTING | 60 | 40 | 100 | 60 | - | 60 | 4 |

| | | | | | | | | | |
|--|------|--|----|----|-------------|-----------------------|---|----|------------|
| | 4.29 | SUCCESSION PLANNING & MANAGEMENT | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 4.30 | BUSINESS & CORPORATE COMMUNICATION SKILLS | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 4.31 | CONSUMER BEHAVIOURAL INTELLIGENCE | 60 | 40 | 100 | 60 | - | 60 | 4 |
| | 4.32 | GROUP CONSULTING THEORIES & TECHNIQUES | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 4.33 | ANTHROPOLOGY: GLOBAL CULTURAL SENSITIVITY & DIVERSITY | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 4.34 | CORPORATE CULTURE | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 4.35 | INNOVATION & ENTREPRENEURSHIP | 60 | 40 | 100 | 60 | | 60 | 4 |
| | 4.36 | PROJECT WORK IN EMOTIONAL INTELLIGENCE, HUMAN RELATIONS & ORGANIZATION SUCCESS | 60 | 40 | 100 | 60 | | | 10 |
| | 4.37 | PROJECT WORK IN ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE & PROFITABILITY | 60 | 40 | 100 | 60 | | | 10 |
| | 4.38 | SUCCESSFUL STRATEGY EXECUTION | 60 | 40 | 100 | 60 | | | 10 |
| | 4.39 | SUCCESS FACTORS IN ENTREPRENEURSHIP | 60 | 40 | 100 | 60 | | | 10 |
| | | Total | | | 1400 | 840 | | | 80 |
| | | Final Total | | | 3900 | 1980 + 75 week | | | 178 |

SUBJECT-WISE SYLLABUS

| | SEMESTER - I | Total Hours | Session of 3 hrs each |
|------------|--|--------------------|------------------------------|
| 1.1 | <p>FUNDAMENTALS OF EMOTIONAL INTELLIGENCE</p> <p>Unit 1. Introduction to Emotional Intelligence (EI) 1.1: What is EI, EQ & IQ 1.2: Historical Roots of Multiple Intelligences & EI 1.3: Power of Emotions 1.4: The Emotional Brain & Amigdala Hijack 1.5: Physiology of Emotions 1.6: Application of Physiology of Emotions</p> <p>Unit 2. Building Blocks of Emotional Intelligence 2.1: Ability Based Model (Mayer & Salovey) 2.1.1: Perception 2.1.2: Employment 2.1.3: Comprehension 2.1.4: Management 2.2: Trait Model of Self-Efficacy (K.V. Petrides) 2.3: Mixed Model (Daniel Goleman) 2.3.1: Personal Competence (Self Awareness, Self Management & Motivation) 2.3.2: Social Competence (Empathy & Social Skills) 2.2.4: Empathy 2.4.1: Understanding Empathy 2.4.2: Importance of Empathy 2.5: Application of Self-Efficacy of EI.</p> <p>Unit 3. Aspects & Impact of Fundamental Elements of Emotional Intelligence 3.1: Seven Elements defined in Behavioral terms: 3.1.1: Self Awareness 3.1.2: Emotional Resilience 3.1.3: Motivation 3.1.4: Interpersonal Sensitivity 3.1.5: Influence 3.1.6: Intuitiveness 3.1.7: Conscientiousness 3.2: Five Elements defined in Competence terms: 3.2.1: Self Awareness 3.2.2: Self Management 3.2.3: Self Motivation 3.2.4: Empathy 3.2.5: Social Skills 3.3. Application of Impact of fundamental elements of EI in our daily life 3.3.1: Everyday Behaviour</p> | 60 | 4 |

| | | | |
|-----|--|----|---|
| | <p>3.3.2: Education 3.3.3: Workplace 3.4: Case Study Discussion with Role Plays 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</p> <p>Reference Books:</p> <p>Working with Emotional Intelligence: Bloomsbury Publication-Daniel Goleman (1998)</p> <p>Games People Play: The Basic Handbook of TA: Eric Berne (1964)</p> <p>The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships : Jeanne Segal (2008)</p> <p>The Brain and Emotional Intelligence: New Insights :Daniel Goleman HBR's 10 Must Reads on Emotional Intelligence (2015)</p> | | |
| 1.2 | <p>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</p> <p>Unit 2. Model of the Thought Process World 2.1: Modal Operators 2.2: Meta Model 2.3: Meta</p> | 60 | 4 |

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

Using Your Brain - for a Change: Real People Press - Richard Sandier (1985)

Reframing - NLP & the Transformation of Meaning: eBook - Richard Bandler & John Grinder (1982)

An Insider's Guide to Sub-Modalities: Meta Publications - Richard Bandler & Will MacDonald (1988)

Introducing the Art & Science of Time Line Therapy Techniques: Advanced Neuro Dynamics Inc. - Tad James (1992)

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

Applications of NLP: Meta Publications Inc. - Robert Dilts (1983)

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

Creating Irresistible Influence with NLP: eBook - Charles Faulkner (2002)

| | | | |
|-----|--|----|---|
| 1.3 | <p>EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS</p> <p>Unit 1. Theories Behind Measurement & Modelling of Emotions</p> <p>1.1: Components of Emotion</p> <p> 1.1.1: Cognitive Component</p> <p> 1.1.2: Evaluative Component</p> <p> 1.1.3: Motivational Component</p> <p> 1.1.4: Feeling Component</p> <p>1.2: Rationality, Regulation & Control of Emotion</p> <p>1.3: The Biological Basis of Emotion</p> <p> 1.3.1: An Affective Neuro Scientific Model</p> <p>1.4: Self Regulation Models of Emotion</p> <p>1.5: Mathematical Modelling of Emotional Dynamics</p> <p>1.6: Controlling Emotion by Artificial Means</p> <p>1.7: Effect of Emotion Modeling on Human Machine Interactions</p> <p>Unit 2. Key Models for Emotion's Imaging, Modelling & Analysis</p> <p>2.1: Brain Imaging and Psycho-pathological Studies on Self-regulation of Emotion</p> <p>2.2: Fuzzy Models for Facial Expression-Based Emotion Recognition and Control</p> <p>2.3: Electroencephalographic Signal Processing for Detection and Prediction of Emotion</p> <p>2.4: Multiple Emotions & their Chaotic Dynamics</p> <p>Unit 3. Measurement of Emotional Intelligence</p> <p>3.1: Task Based Scales</p> <p> 3.1.1: Levels of Emotional Awareness Scale (LEAS)</p> <p> 3.1.2: Emotional Creativity</p> <p> 3.1.3: Connecting Thoughts & Emotions</p> <p> 3.1.4: The Multi-factor Emotional Intelligence Scale (MEIS)</p> <p>3.2: Self-Report Scales</p> <p> 3.2.1: Scales based on Salovey & Mayer</p> <p> 3.2.2: Scale developed by: Tett, Wang, Thomas, Griebler & Martinez</p> <p> 3.2.3: Schutte EI Scale</p> <p> 3.2.4: Goleman EI Scale</p> <p> 3.2.5: Bar-On EQ-I & EQ - 360 degree: The Emotional Quotient Inventory</p> <p> 3.2.6: Style In the Perception Of Affect Scale (SIPOAS)</p> <p> 3.2.7: Trait Meta-Mood Scale (TMMS)</p> <p>3.3. Other Major EI Tests</p> <p> 3.3.1: MSCEIT: Mayer Salovey Caruso EI Test</p> <p> 3.3.2: ESCI: Emotional & Social Competency Inventory</p> <p> 3.3.3: SEI: Six Seconds EI Test</p> <p> 3.3.4: TEIQue: The Trait Emotional Intelligence Questionnaire</p> <p> 3.3.5: GEC: The Group Emotional Competence</p> <p> 3.3.6: WEIP: Work Group EI Profile</p> <p>Unit 4. Applications & Future Directions of EI</p> <p>4.1: Application for: Self-Development, Education, Relationship,</p> | 60 | 4 |
|-----|--|----|---|

| | | | |
|-----|---|----|---|
| | <p>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</p> <p>Books For Reference:</p> <p>Paper on: Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence: Personality & Social Psychology Bulletin (DOI: 10.1177/0146167203254596 Pers Soc Psychol Bull 2003 29: 1147): Marc A. Brackett and John D. Mayer (2003)</p> <p>Paper on: Emotional Intelligence: Implications for Personal, Social, Academic & Workplace Success: Social & Personality Psychology Compass 5/1 2011: Marc Brackett, Susan Rivers & Peter Salvoy (2011)</p> <p>Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue): London Psychometric Laboratory - Petrides, K. V. (2009)</p> <p>Handbook of Intelligence: Cambridge University Press - Robert J. Sternberg (2000)</p> <p>Handbook of Intelligence: Evolutionary Theory, Historical Perspective & Current Concepts: Springer - Sam Goldstein, Dana Princiotta & Jak Naglieri (2015)</p> <p>Article: The Cascading Impact of Culture: Group Emotional Competence (GEC) as a Cultural Resource. In R. Emmerling, V. Shanwal, & M. Mandal (eds.), Emotional Intelligence: Theoretical and Cultural Perspectives. San Francisco: Nova Science Publishers - Koman, E., Wolff, S. B., & Howard, A. (2008)</p> <p>Paper on: Emotional intelligence competencies in the team and team leader: A multilevel examination of the impact of emotional intelligence on team performance. Journal of Management Development, 27(1), 55-75 - Koman, E. S., & Wolff, S. B. (2008)</p> <p>Article: The link between group emotional competence and group effectiveness. In V. U. Druskat, F. Sala, & G. Mount (Eds.), <i>Linking emotional intelligence and performance at work: Current research evidence with individuals and groups</i>. Mahway, NJ: LEA - Wolff, Druskat, Koman & Messer (2006)</p> | | |
| 1.4 | <p>STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE</p> <p>Unit 1: Strategies to Improve Self Awareness</p> <p>1.1: Elements of Self Awareness 1.1.1: Emotional Awareness 1.1.2:</p> | 60 | 2 |

| | | |
|---|--|--|
| <p>Accurate Self-Assessment 1.1.3: Self Concept 1.1.4: Self Esteem 1.1.5.: Self-Confidence 1.2: Trigger Points 1.3: Journaling 1.4: Feedback 1.5: Case Study Discussion with Role Play</p> <p>Unit 2: Strategies to Improve Self Management 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 & Goal Setting 2.3: Meditation 2.4: Feedback 2.5: Case Study Discussion with Role Play</p> <p>Unit 3: Strategies to Improve Self Motivation 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 3.5: Case Study Discussion with Role Play</p> <p>Unit 4: Strategies to Improve Social Skills 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 & Cooperation 4.1.8: Developing Team Capabilities</p> | | |
|---|--|--|

| | | |
|---|--|--|
| <p>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</p> <p>Books for Reference: Awareness: Conversations with the Masters, Publisher : Image - Anthony De Mello (1990) Limitless Mind : A Guide to Remote Viewing, Publisher : New World Library - Russel Targ (2004) Games People Play - The Basic Handbook of Transactional Analysis : Eric Berne M.D. (1964) The Brain and Emotional Intelligence: New Insights :Daniel Goleman HBR's 10 Must Reads on Emotional Intelligence (2015) HBR's 10 Must Reads on Managing Yourself (2011) Tools of Titans, Publisher : Random House, Timothy Ferriss (2016) Self Discipline : Life Management, Kindle Edition, Daniel Johnson.</p> | | |
|---|--|--|

| | | | |
|-----|--|----|---|
| | <p>What To Say When You Talk to Yourself, Publisher : Simon & Schuster, Shad Helmstetter (1990)</p> <p>Who Moved My Cheese, Publisher : RHUK, Spencer Johnson (1999)</p> <p>As a Man Thinketh, Sterling Publishers, James Allen (2007)</p> <p>Believe in Yourself, Publisher : Manjul Publishing, Dr. Joseph Murphy (2014)</p> <p>Motivation : Boost Your Motivation with Powerful Techniques & Be Unstoppable, Kindle Edition, James Adler.</p> <p>Motivation, Publisher : AMACOM, Brian Tracy (2013)</p> <p>Drive : The Surprising Truth About What Motivates Us, Publisher : RHC, Daniel H. Pink (2011)</p> <p>Affirmations : How to Expand Your Personal Power & Take Back Control of Your Life, Publisher : Hay House, Stuart Wilde (2004)</p> <p>Human Relations in Business & Industry: Florida State College : Faye Wisner & Jerry Wisner, 2011</p> <p>Social Intelligence : A Practical Guide to Social Intelligence, Publisher : CreateSpace, Jonny Bell (2014)</p> <p>The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships : Jeanne Segal (2008)</p> <p>How to Win Friends & Influence People : Simon & Schuster : Dale Carnegie (1964)</p> | | |
| 1.5 | <p>NEURO LINGUISTIC PROCESSES TECHNIQUES PRACTICAL</p> <p>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).</p> <p>UNIT 2: Practicing the Techniques: Each group to experiment with & practice each of the techniques within their group & minute down the results (2 credit).</p> <p>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).</p> <p>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</p> | 60 | 2 |

| | | | |
|------------|--|-----------|----------|
| | submitted in hard as well as soft copy (2 credit). | | |
| | SEMESTER- II | | |
| 2.6 | <p>MARKETING MANAGEMENT: APPLICATION OF EMOTIONAL INTELLIGENCE:</p> <p>Unit 1: Understanding Marketing</p> <p>1.1: The Scope of Marketing</p> <p>1.1.1: What Is Marketing ?</p> <p>1.1.2: What Is Marketed?</p> <p>1.1.3: Who Markets?</p> <p>1.2: Importance of Marketing</p> <p>1.3: Core Marketing Concepts</p> <p>1.3.1: Needs, Wants, and Demands</p> <p>1.3.2: Target Markets, Positioning & Segmentation</p> <p>1.3.3: Offerings and Brands</p> <p>1.3.4: Value and Satisfaction</p> <p>1.3.5: Marketing Channels</p> <p>1.3.6: Supply Chain</p> <p>1.3.7: Competition</p> <p>1.3.8: Marketing Environment</p> <p>1.4: Company Orientation toward the Marketplace</p> <p>1.4.1: The Production Concept</p> <p>1.4.2: The Product Concept</p> <p>1.4.3: The Selling Concept</p> <p>1.4.4: The Marketing Concept</p> <p>1.4.5: The Holistic Marketing Concept</p> <p>1.4.5.1: Internal Marketing</p> <p>1.4.5.2: Integrated Marketing</p> <p>1.4.5.3: Relationship Marketing</p> <p>1.4.5.4: Performance Marketing</p> <p>1.5: The New Marketing Realities</p> <p>1.5.1: Major Societal Forces</p> <p>1.5.2: New Company Capabilities</p> <p>1.5.3: Marketing in Practice</p> <p>1.5.4: Marketing in an Age of Turbulence</p> <p>1.6: Marketing Right & Wrong</p> <p>1.7: Case Study Discussion on application of Emotional Intelligence</p> <p>Unit 2: Understanding Marketplace and Consumers</p> <p>2.1: Marketing Intelligence</p> <p>2.1.1: Marketing Intelligence System</p> <p>2.1.2: Corporate Compliance & Competition Law</p> <p>2.2: Analyzing Macro Environment</p> <p>2.2.1: Economic</p> <p>2.2.2: Socio-culture</p> <p>2.2.3: Natural</p> <p>2.2.4: Technological</p> | 60 | 4 |

| | | |
|--|--|--|
| <p>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</p> <p>Unit 3: Designing a Customer- Driven Strategy and Mix</p> <p>3.1: Marketing Mix 4 P's</p> <p>3.1.1: Product</p> <p>3.1.2: Place</p> <p>3.1.3: Promotion</p> <p>3.1.4: Price</p> <p>3.2: Modern Marketing Management 4 P's</p> <p>3.2.1: People</p> <p>3.2.2: Processes</p> <p>3.2.3: Programs</p> <p>3.2.4: Performance</p> <p>3.3: Connecting with Customers</p> <p>3.3.1: Shaping the Market Offerings</p> <p>3.3.1.1: Product Strategy</p> <p>3.3.1.2: Designing & Managing Services</p> <p>3.3.2: Building Strong Brands</p> <p>3.3.2.1: Brand Equity</p> <p>3.3.2.2: Brand Positioning</p> <p>3.4: Managing Mass Communication</p> <p>3.4.1: Advertising</p> <p>3.4.2: Promotion</p> <p>3.4.3: Events</p> <p>3.4.4: Public Relations</p> <p>3.5: Marketing Value & Long Term Relationship</p> <p>3.5.1: Delivering Value, Marketing Channels</p> <p>3.5.2: Communicating Value</p> <p>3.5.3: Customer Perceived Value & Lifetime Value</p> <p>3.5.4: Total Customer Satisfaction</p> <p>3.5.5: Creating Successful Long-Term Growth</p> <p>3.5.6: Creating long term Loyalty & Relationships</p> <p>3.5.7: Customer Relationship Management</p> <p>3.6: New Product Development and Product Life-Cycle Strategies</p> <p>3.6.1: Challenges in New Product Development</p> <p>3.6.2: Market Testing</p> <p>3.6.3: Customer Adoption Process</p> <p>3.6.4: Marketing Strategies for each stage of Product Life Cycle</p> <p>3.7: Personal Selling and Sales Promotion</p> | | |
|--|--|--|

| | | | |
|-----|---|----|---|
| | <p>3.8: Direct and Online Marketing: Building Direct Customer Relationships 1.7: Case Study Discussion on Customer Relationship Management & Emotional Intelligence</p> <p>Unit 4: Sustainable Marketing Strategies 4.1: Competitive Dynamics & Strategies 4.1.1: Market Challenger Strategies 4.1.2: Market Follower Strategies 4.1.3: Market Nicher Strategies 4.2: Creating Competitive Advantage 4.3: The Global Marketplace 4.4: Sustainable Marketing: Social Responsibility and Ethics</p> <p>List for Reference:</p> <p>Strategic Marketing: Planning & Control: 3rd Ed., Elsevier BH - Graeme Drummond, John Enser & Ruth Ashford (2001) Defending The Brand: AMACOM - Brian H. Murray (2004)</p> <p>Consumer Behavior: Building Marketing Strategy: 11th Ed., McGraw Hill Irwin - Del. I. Hawkins & David L. Mothersbaugh (2010)</p> <p>Drucker on Marketing: McGraw Hill - William A. Cohen (2012)</p> <p>Copycat Marketing 101: Pentagon Press - Burke Hedges (2010)</p> <p>All Marketers Tell Stories: Penguin USA - Seth Godin (2012)</p> | | |
| 2.7 | <p>ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE:</p> <p>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</p> <p>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</p> | 60 | 4 |

| | | |
|--|--|--|
| <p>Work Motivation 2.5: Role of Emotional Intelligence on Personality & Motivation 1.5.1: Case Study Discussion</p> <p>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</p> <p>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</p> <p>Books for Reference</p> <p>Handbook of Industrial and Organizational Psychology: Vol. 1: Personnel Psychology, Sage Publications, New Delhi - Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (2005).</p> <p>Handbook of Industrial and Organizational Psychology: Vol. 2: Organizational Psychology, Sage Publications, New Delhi - Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (2005)</p> <p>Handbook of Organizational Culture and Climate: Sage Publications, New Delhi -Ashkanasy, Wilderom and Peterson (2000)</p> <p>Introduction to Organisational Behaviour: Jaico Publishing House, Mumbai - Butler, M and Rose, E (2011)</p> <p>Managing and Organizations: An Introduction to Theory and Practice: Sage Publications, New Delhi - Clegg, S., Korberger, M and Pitsis, T (2012)</p> <p>Organizational Health and Wellbeing: Vol 1, 2, 3: Sage Publications, New Delhi - Cooper, C.L (2011)</p> <p>Behaviour in Organizations: 9th Ed., Prentice Hall India, New Delhi - Greenberg, J and Baron, R.A (2009)</p> | | |
|--|--|--|

| | | | |
|-----|--|----|---|
| | <p>Interpersonal Skills in Organizations: 3rd Ed., Tata- McGraw Hill, New Delhi - Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012)</p> <p>Organizational Behaviour: 5th Ed., Tata McGraw Hill, New Delhi - McShane, S.L, Glinow, MAV and Sharma, R.R (2011)</p> <p>Human Relations: Strategies for Success: 4th Ed., Tata McGraw Hill Education, New Delhi - Lamberton, L.H and Minor, L (2012)</p> <p>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology: McGraw Hill, New York - Landy, F.J and Conte, J. M (2004)</p> <p>Ethics and Spirituality at Work: Quorum Books London - Pauchant, T. C (2002)</p> <p>Organizational Behaviour: 13th Ed., Pearson Prentice Hall, New Delhi - Robbins, S.P., Judge, T.A., and Sanghi, S (2009)</p> <p>Behavior in Organizations. An Experiential Approach:9th Ed., McGraw-Hill Irwin -Shani, A.B., Chandler, D., Coget, H.F and Law, J.B (2009)</p> <p>Culture and Organizational Behaviour: <i>Sage Publications</i>, New Delhi - Sinha, J.B.P (2008)</p> | | |
| 2.8 | <p>BEHAVIOURAL INTELLIGENCE & TEAM WORK:</p> <p>Unit 1: DiSC 1.1: What is DiSC ? 1.2: Background of DiSC model of Human Behavior 1.3: Major Behavior Styles 1.3.1: Dominance 1.3.2: Influence 1.3.3: Steadiness 1.3.4: Conscientiousness 1.4: Key features of each style 1.5: Case Studies, Study of Videos & Group Discussion on identification of each major behaviour style</p> <p>Unit 2: Behavioral EQ 2.1: What is Behavioral EQ? 2.2: How behavioral EQ complements DiSC? 2.3: Your Behavior / Personality Type 2.4: How to recognize other's Behavior / Personality Type? 2.5: How to effectively deal with / adapt to other's style? 2.6: Role Plays for dealing with / adapt to others different behaviour style</p> <p>Unit 3: Participating in & Improving Team Work 3.1: Cross Function Team Working 3.2: How to Develop Trust in Team?</p> | 60 | 4 |

| | | | |
|-----|---|----|---|
| | <p>3.2.1: Out-bond 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: Result & Recognition 3.6.1: Winner Team & Appreciation Awards for other Team for any particular aspect 3.7: Celebration 3.7.1: Team-wise Celebration</p> <p>Unit 4: Leading Teams</p> <p>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</p> <p>List for Reference:</p> <p>On Becoming a Leader: Basic Books - Warren Bennis (2009) The Respectful Leader: Wiley - Gregg Ward (2016)</p> | | |
| 2.9 | <p>INTERPERSONAL COMMUNICATION & CONVERSATIONAL INTELLIGENCE:</p> <p>Unit 1: Fundamentals of Interpersonal Communication</p> <p>1.1: Defining Interpersonal Communication 1.1.1: 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</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>1.6.2: Safety Needs 1.6.3: Belonging Needs 1.6.3.1: Communication in Everyday Life: Social Media: Networking on the Job 1.6.4: Self-Esteem Needs 1.6.4.1: Communication in Everyday Life—Diversity: Missing Socialization 1.6.5: Self-Actualization Needs 1.6.5.1: Participating Effectively in a Diverse Society 1.6.5.2: Communication in Everyday Life—Diversity: Communicating in a Multicultural World 1.7: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work, especially focusing on Emotional Intelligence & Behavioural Intelligence application.</p> <p>Unit 2: Principles & Guidelines for Interpersonal Communication 2.1: Principle 1: We Cannot <i>Not</i> Communicate 2.2: Principle 2: Interpersonal Communication Is Irreversible 2.3: Principle 3: Interpersonal Communication Involves Ethical Choices 2.4: Principle 4: People Construct Meanings in Interpersonal Communication 2.5: Principle 5: Meta-communication Affects Meanings 2.6: Principle 6: Interpersonal Communication Develops and Sustains Relationships 2.7: Principle 7: Interpersonal Communication Is Not a Panacea 2.8: Principle 8: Interpersonal Communication Effectiveness Can Be Learned 2.8.1: Social Media in Everyday Life 2.9: Guidelines for Interpersonal Communication Competence 2.9.1: Develop a Range of Skills 2.9.2: Adapt Communication Appropriately 2.9.3: Engage in Dual Perspective 2.9.4: Monitor Your Communication 2.9.5: Commit to Ethical Communication 2.9.6: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work.</p> <p>Unit 3: Perception & Communication 3.1: The Process of Human Perception 3.1.1: Selection 3.1.1.1: Communication in Everyday Life—Social Media: Inattention Blindness 3.1.2: Organization 3.1.2.1: Communication in Everyday Life—Diversity: Which Line is Longer? 3.1.2.2: Communication in Everyday Life—Workplace: Racial Stereotypes in the Workplace 3.1.2.3: Communication in Everyday Life—Diversity: "I Can't Understand the Teacher's Accent." 3.1.3: Interpretation Communication in Everyday Life—Insight: Thinking Your Way to a Good Relationship 3.2: Influences on Perception 3.2.1: Physiology 3.2.2: Expectations 3.2.3: Age 3.2.4: Culture 3.2.5: Cognitive Abilities 3.2.6: Self 3.3: Social Media and Perception</p> | | |
|---|--|--|

| | | | |
|------|--|----|---|
| | <p>3.4: Guidelines for Improving Perception and Communication 3.4.1: Recognize That All Perceptions Are Partial and Subjective 3.4.2: Avoid Mind Reading 3.4.3: Check Perceptions with Others 3.4.4: Distinguish between Facts and Inferences 3.4.5: Guard against the Self-Serving Bias 3.4.6: Guard against the Fundamental Attribution Error 3.4.7: Monitor Labels 3.4.7.1: Communication in Everyday Life—Insight: The Truth, the Whole Truth, and Nothing but the Truth 3.5: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work.</p> <p>Unit 4: Nonverbal Communication, Mindful Listening & Conversational Intelligence 4.1: Defining Nonverbal Communication 4.2: Principles of Nonverbal Communication 4.2.1: Communication in Everyday Life - Workplace - Cultural Differences in Workplace Nonverbal Communication 4.3: Types of Nonverbal Communication 4.3.1: Social Media & Nonverbal communication 4.4: Guidelines for Improving Nonverbal Communication 4.4.1: Communication in Everyday Life - Diversity - Policing a Multicultural Society 4.5: The Listening Process 4.5.1: Communication in Everyday Life - Workplace - Good Listening - Career Advancement 4.5.2: Communication in Everyday Life - Social Media - The Illusion of Competence 4.6: Obstacles to Mindful Listening 4.6.1: Communication in Everyday Life - Social Media - Technological Overload 4.7: Forms of Non-listening 4.8: Guidelines for Effective Listening 4.9: How to be Conversationally Intelligent? 4.10: Case Study Discussions, Role Plays & Analysis of Videos & Films (like, 12 Angry Men) as a Group Work.</p> <p>List for Reference:</p> <p>Interpersonal Communication: The Whole Story: McGraw Hill - Kory Floyd (2009)</p> <p>Essentials of Business Communication: 9th Ed., South Western Cengage Learning -Mary Ellen Guffey & Dana Loewy (2013)</p> | | |
| 2.10 | <p>CORPORATE & BUSINESS STRATEGY: SUCCESS THROUGH EMOTIONALLY INTELLIGENT LEADERSHIP:</p> <p>Unit 1. Fundamentals of Strategy 1.1: What is strategy? 1.1.1: The characteristics of strategic decisions 1.1.2: Levels of strategy 1.1.3: The vocabulary of strategy</p> | 60 | 4 |

| | | |
|--|--|--|
| <p>1.2: Strategic management 1.2.1: The Strategic position 1.2.2: Strategic choices 1.2.3: Strategy in action 1.3: The Macro-Environment: The PESTEL framework 1.4: The Strategic Position & Industry Structure 1.4.1: Competitive forces - Porter's Five Forces Framework 1.4.2: The dynamics of industry structure 1.4.3: Competitors and Market 1.4.3.1: Strategic groups 1.4.3.2: Market segments 1.4.3.3: Identifying the strategic customer 1.4.3.4: Understanding what customers value - critical success factors 1.4.3.5: Opportunities and threats</p> <p>Unit 2. Business-Level Strategy 2.1: Introduction 2.2: Identifying strategic business units 2.3: Bases of competitive advantage 2.3.1: Porters Generic Competitive Strategies 2.3.1: Cost / Price-based strategies 2.3.2: Differentiation strategies 2.3.3: Focused strategy 2.3.4: The hybrid 2.4: Sustaining competitive advantage 2.5: Competition and collaboration 2.6: Game theory 2.6.1: The 'prisoner's dilemma': the problem of cooperation 2.6.2: Sequential games 2.6.3: Changing the rules of the game 2.7: Emotional Intelligence & Business Strategy</p> <p>Unit 3. Corporate-Level Strategy 3.1: Introduction 3.2: Strategic directions 3.2.1: Market penetration 3.2.2: Consolidation 3.2.3: Product development 3.2.4: Market development 3.2.5: Diversification 3.3: Value creation 3.4: Portfolio matrices 3.4.1: The growth/share (or BCG) matrix 3.4.2: The directional policy (or GE-McKinsey) matrix 3.5: Emotional Intelligence & Corporate Strategy</p> <p>Unit 4. Managing Strategic Change 4.1: Introduction 4.2: Diagnosing the change situation 4.2.1: Types of strategic change 4.2.2: The importance of context 4.2.3: Diagnosing the cultural context 4.2.4: Forcefield analysis</p> | | |
|--|--|--|

| | | | |
|------|--|--|---|
| | <p>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</p> <p>Reference</p> <p>Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010) Strategy: Introduction to Game Theory: 3rd Ed., WW Norton & Co - Joel Watson (2013)</p> <p>Good Strategy Bad Strategy: The difference & why it matters: Profile Books -Richard P. Rumelt (2011)</p> <p>Games of Strategy: 4th Ed., WW Norton & Co - Dixit, Skeath & Reiley (2015)</p> <p>Executing Your Strategy: How to break it down & get it done: Harward Business School Press - Mark Morgan, Raymond E. Levitt, William Malek (2007)</p> <p>Competitive Advantage: Creating & Sustaining Superior Performance: The Free Press - Michael E. Porter (1985)</p> | | |
| 2.11 | <p>Practical / Field Work Component Core Course: 8 credits. 15 weeks EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL:</p> <p>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 it's relevance & minute down their consensus on understanding each of the selected parameter & process for each selected test (2 credit).</p> <p>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).</p> <p>UNIT 3: Presenting the Tests: Each student will present at least one of</p> | | 4 |

| | | | |
|------|---|----|---|
| | <p>the tests in the class with the help of the group member & other groups will give their feedback (2 credit).</p> <p>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).</p> | | |
| | SEMESTER-III | | |
| 3.12 | <p>FUNDAMENTALS OF HUMAN RELATIONS:</p> <p>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</p> <p>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 <i>Not</i> 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</p> | 60 | 4 |

| | | | |
|------|--|----|---|
| | <p>2.4.1: Activity in the Class regarding Self Awareness & Self Disclosure 2.5: Johari Window</p> <p>2.5.1: Group Activity in Class on Johari Window</p> <p>Unit 3: Human Relations & Communication</p> <p>3.1: Basics of Communication Medium & It's Impact on Human Relations 3.1.1: Verbal, 3.1.2: Non-Verbal, 3.1.3: Written, 3.1.4: Individual (One to One) Communication, 3.1.5: Mass (One to Many) Communication</p> <p>3.2: Inter-Personal Relations 3.2.1: Formal, 3.2.1: informal</p> <p>3.3: Transactional Analysis 3.3.1: Case Study Group Discussions & Role Plays on Transactional Analysis</p> <p>Unit 4: Human Relations & Group Dynamics</p> <p>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</p> <p>List for Reference:</p> <p>I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)</p> <p>The Five Disfunctions of a Team: Jossey Bass / Wiley - Patrick Lencioni (2002) Evaluation:</p> | | |
| 3.13 | <p>STRATEGIES TO IMPROVE HUMAN RELATIONS:</p> <p>Unit 1: Fundamentals of Improving Human Relations</p> <p>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</p> | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>Presentation on Fundamentals of Improving Human Relations</p> <p>Unit 2: Improving Human Relations through Conversation Skills</p> <p>2.1: What effective communication is and how to develop this skill? 2.2: Nonverbal signals 2.3: Crucial Conversations</p> <p>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</p> <p>2.3.4: Master My Stories</p> <p>2.3.4.1: Case Study Discussion & Role Plays on 'Master My Stories'</p> <p>Unit 3: Improving Human Relations through Key Inter-Personal & Group Skills</p> <p>3.1: Influencing Skills</p> <p>3.1.1: Case Study Discussion & Role Plays</p> <p>3.2: Negotiation Skills</p> <p>3.2.1: Case Study Discussion & Role Plays</p> <p>3.3: Presentation Skills</p> <p>3.3.1: Case Study Discussion & Role Plays</p> <p>3.4: Public Speaking Skills</p> <p>3.4.1: Formation of Groups, Group-wise Speech Topics & Practice of Public Speaking by Students while offering them inputs after each session</p> <p>Unit 4: Human Relations & Leadership</p> <p>4.1: Knowing People: Personal Touch</p> <p>4.2: Motivational Forces / Inspiration Driving Employee Performance 4.3: Self-Disclosure, Earning Employee Trust & Lead by Example 4.4: Clearly Communicating: Vision, Strategy & Priorities 4.5: Leader as a Servant</p> <p>4.6: Emotional Balance: Balance of Task & People Orientation 4.7: Development of Leaders & Careers of Employees 4.8: Mentoring & Coaching</p> <p>4.9: Case Study Discussions on Effective Leadership with Human Relations Skills & study of Video & Films on Human Relations oriented Leadership</p> <p>List for Reference:</p> <p>Interpersonal Communication: Everyday Encounters: 8th Ed., Cengage Learning - Judith T. Wood (2016)</p> <p>A Servant Leader: How to Build a Creative Team, Develop Great Morale & Improve Bottom-line Performance: Crown Business - James A. Autry (2004)</p> <p>Servant Leadership: Answer Literatures - Oluwagbemiga Olowosoyo (2014)</p> <p>I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)</p> | | |
| 3.14 | <p>PERSONALITY & PSYCHOLOGY ASSESSMENT:</p> <p>Unit 1. An Overview of Psychological Testing & Assessment</p> <p>1.1: Psychological Testing and</p> | 60 | 4 |

| | | | |
|--|--|--|--|
| | <p>Assessment Defined 1.1.1: Concept of Personality & Behaviour 1.1.2: Testing in Contrast to Assessment</p> <p>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</p> <p>1.3: How are Assessments Conducted? 1.4: Historical, Cultural, and Legal/Ethical Considerations</p> <p>Unit 2. The Science of Psychological Measurement</p> <p>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</p> <p>Unit 3. The Assessment of Intelligence, Aptitude & Personality</p> <p>3.1: Intelligence and Its Measurement 3.2: Tests of Intelligence 3.3: Preschool and Educational Assessment 3.4: Assessment of Aptitude 3.5: Personality Assessment: An Overview 3.6: Personality Assessment Methods 3.7: Assessment of Interests</p> <p>Unit 4. Testing and Assessment in Practice</p> <p>4.1: Clinical and Counselling Assessment 4.2: Neuropsychological Assessment 4.3: Psychological interpretation and report writing 4.4: Assessment, Careers, and Business</p> <p>List for reference</p> <p>Encyclopedia of Psychological Assessment: 1st Ed, Vol. 1 & 2: New Delhi: Sage Publications - Fernandez-Ballestros, R. (2003)</p> <p>Career development interventions in the 21st century: 3rd Ed., Upper Saddle River, NJ: Pearson Education - Niles, S. & Harris-Bowlsbey, J. (2009)</p> | | |
|--|--|--|--|

| | | | |
|------|---|----|---|
| | <p>Counselling in Schools: New Delhi: Sage Publications Ltd - Bor, R., Jo Bbner-Landy, Gilli, S., & Brace, C. (2002).</p> <p>Counselling Adolescents: New Delhi: Sage Publications - Geldard, K., & Geldard, D (2004)</p> <p>Learning about learning disabilities: 4th Ed., Elsevier Academic press - Wong, B., & Butler, D.L. (2012)</p> <p>Attention Deficit Hyperactivity Disorder Research Developments. Hauppauge, NY: Nova Science Publishers, Inc. - Larimer, M.P. (2005)</p> <p>Dyslexia and Other Learning Difficulties: The Facts. Oxford, UK: Oxford University Press - Selikowitz, M. (1998)</p> <p>Attention Deficit Hyperactivity Disorder. Bloomsbury Academic - O'Regan, J.F (2005)</p> | | |
| 3.15 | <p>STRATEGIC HUMAN RESOURCE DEVELOPMENT:</p> <p>Unit 1. The Role of Learning, Training & Development in Organizations</p> <p>1.1: Defining the terms: Training, Education, Learning, Development, Coaching & Human Resource Development</p> <p>1.2: The Human Resources Compass</p> <p>1.3: HRD Roles</p> <p>1.3.1: Fostering Ethical Culture</p> <p>1.3.2: Socializing Employees</p> <p>1.4: Today's Challenges in Training, Learning and Development 1.4.1: Case Study Discussion</p> <p>1.5: Intellectual Capital</p> <p>Unit 2. Strategy & Human Resource Development</p> <p>2.1: The Case for HRD</p> <p>2.2: HRD Strategy</p> <p>2.3: The Problem with Strategy: Pitfalls 2.4: Strategic Analysis & Planning for HRD 2.5: The Balanced Scorecard</p> <p>Unit 3. Learning Organization, Learning & Development: Need Identification & Planning</p> <p>3.1: Definition & Characteristics of Learning Organization</p> <p>3.2: The Knowledge Management Process</p> <p>3.3: Identification of Learning, Training & Development Need</p> <p>3.4: The Planning & Designing of Learning, Training & Development</p> <p>3.4.1: Fundamentals of Adult Learning</p> <p>3.4.2: The Adult Learner: Theory to Practice</p> <p>3.5: Workplace Diversity & Training</p> <p>3.6: Multilingual & Multi-culture HRD</p> <p>Unit 4. Delivering Learning, Training & Development</p> <p>4.1: External & Internal Trainers</p> | 60 | 4 |

| | | | |
|------|--|----|---|
| | <p>4.1.1: Exploring Internal Resource Capabilities within an Organization 4.2: E-Learning 4.3: The design of effective group based Training & Development Methods 4.4: Problem based Training 4.5: Management Training & Development 4.5.1: Problems, Paradoxes & Perspectives in Management Training & Development 4.5.1: Executive Coaching 4.6: Assessment & Evaluation of Learning, Training & Development 4.7: Marketing Human Resource Development</p> <p>List for reference</p> <p>The Brave New World of Ehr: Human Resource Management in the Digital Age: Jossey-Bass Wiley - Gueutal & Stone (2005)</p> <p>Corporate Planning & Strategic Human Resource Management: Nirali Prakashan - Ms. Radha Raj (2007)</p> <p>The Future of Human Resource Management: John Wiley & Sons - Losey, Meisinger & Ulrich (2005)</p> | | |
| 3.16 | <p>CORPORATE REPUTATION & CORPORATE BRANDING:</p> <p>Unit 1. Corporate Reputation</p> <p>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</p> <p>Unit 2. The significance of Corporate Culture</p> <p>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?</p> | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>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</p> <p>Unit 3. Corporate Branding</p> <p>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</p> <p>3.2: Moving towards Corporate Branding 3.2.1: Case Study of Toyota</p> <p>3.3: The importance of Trust to a Brand 3.3.1: Case Study of Apple</p> <p>3.4: The link between Branding and Reputation</p> <p>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</p> <p>Unit 4: The Rise of Corporate Brands</p> <p>4.1: Defining Corporate Brands 4.1.1: Differences between Product Brands and Corporate Brands 4.1.2: Brand Promise</p> <p>4.2: Values, Culture and Personality</p> <p>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</p> <p>4.4: Measuring Corporate Brands 4.5: The Future of Brands</p> <p>Reference</p> <p>Corporate Branding: Purpose / People / Process: Copenhagen Business School Press - Schultz, Antorini & Csaba (2005)</p> <p>Emotional Branding: The New Paradigm for Connecting Brands to People: Allworth Press - Marc Gobe (2010)</p> <p>Corporate Branding: Areas, Arenas & Approaches: Routledge - T.C. Melewar & S.F.Syed Alwi (2015)</p> <p>The Best of Branding: Best Practices in Corporate Branding: McGraw Hill - James Gregory (2003)</p> | | |
| 3.17 | <p>BRANDING YOURSELF @ DIGITAL MEDIA:</p> <p>Unit 1. Self Promotion & Personal Branding</p> <p>1.1: Self Promotion 1.1.1: What Is Self-Promotion ? 1.1.2: Why Is Self-Promotion Important? 1.1.3: What Self-Promotion Is Not 1.1.4: What Can Self-Promotion Do for You and Your Career? 1.1.5: Who Needs Self-Promotion?</p> <p>1.2: Personal Branding</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Books for reference</p> <p>Selling Yourself to Others: The New Psychology of Sales: Pelican Publishing - Kevin Hogan & William Horton (2002)</p> <p>The Art of Digital Marketing: Wiley - Ian Dodson (2016)</p> <p>Managing Brand You: 7 Steps to Creating Your Most Successful Self:</p> | | |
|---|--|--|

| | | | |
|------|--|----|---|
| | AMACOM -Jerry Wilson & Ira Blumenthal (2008) | | |
| 3.18 | <p>CONSULTATION TECHNIQUES FOR COMMON LIFE PROBLEMS:</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Books for reference</p> | 60 | 4 |

| | | | |
|------|--|----|---|
| | <p>Theories of Psychotherapy & Counselling: Concepts & Cases: 5th Ed., Cengage Learning - Richard S. Sharf (2012)</p> <p>Counselling & Psychotherapy: Theories & Interventions: 5th Ed., Wiley - David Capuzzi & Douglas R. Gross (2014)</p> <p>Counselling: Methods & Techniques: Wisdom Pres - Sumitra Swami (2013)</p> <p>Counselling Adolescents: The Proactive Approach for Young People: 4th Ed., Sage Publications - Kathryn Geldard (2015)</p> <p>Theory & Practice of Group Counselling: 8th Ed., Brooks Cole - Gerald Corey (2011)</p> | | |
| 3.19 | <p>EMPLOYEE ENGAGEMENT:</p> <p>Unit 1. The Case for Employee Engagement: Connections Versus Transaction</p> <p>1.1: The Employee Engagement Spectrum</p> <p>1.2: Engagement Factors</p> <p>1.2.1: Peace</p> <p>1.2.2: Anxiety</p> <p>1.2.3: Schedule</p> <p>1.2.4: Technology</p> <p>1.2.5: Turnover</p> <p>1.2.6: Productivity</p> <p>1.2.7: Revenue and Profitability</p> <p>1.3: Question to Ask Yourself</p> <p>1.3.1: What connections do we have with our employees?</p> <p>1.3.2: What reasons, emotions, and aspirations do we provide our employees with which they can connect?</p> <p>1.3.3: How could we create different types of connections with our employees?</p> <p>1.3.4: What have we done that would reduce the bond we have with our employees?</p> <p>1.3.5: How have we focused on movement toward stronger engagement levels?</p> <p>1.3.6: How have we focused on labels and lost sight of the bigger picture?</p> <p>1.3.7: What impact have our engagement efforts had on productivity?</p> <p>1.3.8: How have our engagement efforts improved customer loyalty?</p> <p>1.3.9: How have we improved the organization' s results through our engagement efforts?</p> <p>Unit 2. Factors Impacting Engagement Data & Engagement Drivers</p> <p>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</p> <p>2.2.1: Culture</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>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.</p> | | |
|---|--|--|

| | | | |
|------|--|----|---|
| | <p>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.</p> <p>2.4.2.4: Age 50 to 59: They see direct supervisors putting themselves before their employees.</p> <p>2.4.2.5: Age 60 to 69: The major areas of concern for this group is top management & change culture within an organization. 2.5: Engagement Surveys</p> <p>Unit 3. Engaging Leaders, Engaging Cultures</p> <p>3.1: Collaboration 3.2: Awareness vs. Adoption 3.3: The Art and Science of Leadership 3.4: Business Acumen 3.5: Career Transitions 3.6: Tunnel Vision 3.7: Self - Interest 3.8: Succession Planning</p> <p>Unit 4. Reaping The Rewards of Engagement</p> <p>4.1: Four Levels of Engagement 4.1.1: Employee Engagement is Ignored 4.1.2: Employee Engagement is an Event 4.1.3: Employee Engagement is a Process 4.1.4: Employee Engagement is a Strategy 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 4.4: Impact of Engagement</p> <p>Books for reference</p> <p>The Strategy Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment: Harward Business School Press - Robert S. Kaplan & David P. Norton (2001)</p> <p>Work Organization & Human Resource Management: Springer - Carolina Machado & J. Paulo Davim (2014)</p> | | |
| 3.20 | <p>BALANCED SCORE CARD & BUSINESS STRATEGY:</p> <p>Unit 1. Foundation of Balanced Score Card</p> <p>1.1: Conceptual Foundation & History of Balanced Score Card 1.2: Why does business need a Balanced Score Card? 1.3: Balanced Score Card Explained 1.3.1: Financial Perspective 1.3.2: Customer Perspective 1.3.3: Internal Business Process Perspective</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>1.3.4: Learning & Growth Perspective 1.4: Balanced Score Card Foundations & Pre-requisites 1.4.1: Vision & Values 1.4.2: Shareholder Analysis 1.4.3: Strategy Formulation 1.4.4: The Theory of Strategic Choice 1.4.5: Strategic Architecture 1.4.6: Strategic Action Plan</p> <p>Unit 2: Linking Balanced Score Card to Business Strategy 2.1: Cause & Effect Relationship 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 2.5: Linking of Balanced Score Cards across the levels within Organization</p> <p>Unit 3: Balanced Score Card Implementation Process Steps 3.1: Executive Commitment 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 3.9: Pilot Run 3.10: Organization level Implementation & Monitoring</p> <p>Unit 4: Closing The Loop: Alignment, Communication & Results 4.1: Aligning Stakeholders with Strategic Action Plan 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 4.8: Case Study</p> <p>Books for reference</p> <p>The Strategy Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment: Harward</p> | | |
|---|--|--|

| | | | |
|------|--|----|---|
| | <p>Business School Press - Robert S. Kaplan & David P. Norton (2001) Discussion Alignment: Using the Balanced Scorecard to Create Corporate Synergies: HBR Press - Robert S. Kaplan & David P. Norton (2006)</p> <p>The Balanced Scorecard: Enhance your Performance through Strategic Goals: A Practical Primer: Volume 1: CreateSpace Independent Publishing - Dr. Gusfa Donald, Kenneth Gusfa, Daniel Stanley (2011)</p> <p>Balanced Scorecard: Step-by-Step for Government & Non-profit Agencies: 2nd Ed., John Wiley & Sons - Paul R. Niven (2008)</p> | | |
| 3.21 | <p>STRATEGIC MARKETING: APPLICATION OF NLP & EI:</p> <p>Unit 1. Marketing in Today's Economy</p> <p>1.1: Marketing challenges and opportunities in the new economy 1.1.1: A shift in power to customers 1.1.2: A massive increase in product selection 1.1.3: Greater audience and media fragmentation towards Digital Media 1.1.4: Changing customer perceptions of value and frugality 1.1.5: Shifting demand patterns 1.1.6: Increasing concerns over privacy, security, and ethics 1.1.7: Unclear legal jurisdictions, especially in global markets 1.1.8: Ethical & Cultural Sensitivity issues 1.1.9: Case Study Discussion 1.2: Revisiting Basic Concepts of Marketing 1.3: Major Marketing Activities and Decisions 1.3.1: Strategic and tactical planning. 1.3.2: Social responsibility and ethics. 1.3.3: Research and analysis. 1.3.4: Developing competitive advantages and Strategic focus. 1.3.5: Marketing strategy decisions 1.3.5.1: Market Segmentation and target marketing, 1.3.5.2: Product, 1.3.5.3: Pricing, 1.3.5.4: Distribution 1.3.5.5 Promotion 1.3.5.6: Positioning & Competitive Advantages 1.3.6: Implementing and Controlling marketing activities. 1.3.7: Developing and maintaining long-term Customer Relationships 1.4: Challenges involved in Developing Marketing Strategy 1.4.1: Unending continuous change 1.4.2: The increasing demands of customers 1.4.3: Decline in brand loyalty & increase in price sensitivity among customers 1.4.4: Increasing customer cynicism about business and marketing activities. 1.4.5: Competing in mature markets with increasing commoditization & little real (long term) differentiation among product offerings. 1.4.6: Global Competition 1.5: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence</p> <p>Unit 2. Strategic Marketing Planning Process</p> <p>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</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>2.2.1: The typical Structure or outline of a Marketing Plan</p> <p>2.2.1.1: Executive Summary</p> <p>2.2.1.2: Environment Scanning & Situation analysis</p> <p>2.2.1.3: SWOT Analysis</p> <p>2.2.1.4: Marketing Goals and Objectives</p> <p>2.2.1.5: Marketing strategies</p> <p>2.2.1.6: Marketing Implementation</p> <p>2.2.1.7: Evaluation and Control</p> <p>2.3: Purposes & Significance of Marketing Plan</p> <p>2.4: Maintaining Customer Focus & Balance in Strategic Planning</p> <p>2.4.1: Balanced Score Card approach</p> <p>2.4.2: Case Study on Customer Oriented Marketing Plan</p> <p>2.5: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence</p> <p>Unit 3. Marketing Strategy Formulation</p> <p>3.1: Competitive Advantage</p> <p>3.1.1: Generic Strategy</p> <p>3.1.1.1: Cost Leadership</p> <p>3.1.1.2: Differentiation</p> <p>3.1.1.3: Focus</p> <p>3.1.1.4: Issues with 'Stuck in the middle'</p> <p>3.1.1.5: Case Study Discussion</p> <p>3.2: Identifying Sources of Competitive Advantage</p> <p>3.2.1: Actual Product Performance</p> <p>3.2.2: Perception of Product / Service</p> <p>3.2.3: Technology / Patent Protection</p> <p>3.2.4: Brand</p> <p>3.2.5: Low Cost Operations</p> <p>3.2.6: Legal Advantage</p> <p>3.2.7: Alliances, Relationships & People</p> <p>3.2.8: Market Knowledge & Network</p> <p>3.2.9: Flexibility</p> <p>3.2.10: Entry barrier to competitors</p> <p>3.2.11: Case Study Discussion</p> <p>3.3: Market Position</p> <p>3.3.1: Market Leader Strategies</p> <p>3.3.2: Market Challenger Strategies</p> <p>3.3.3: Market Follower Strategies</p> <p>3.3.4: Marker Niche Strategies</p> <p>3.3.5: Case Study Discussion</p> <p>3.4: Offensive & Defensive Strategies</p> <p>3.5: Ansoff Product & Market Strategy Matrix</p> <p>3.5.1: Market Penetration</p> | | |
|---|--|--|

| | | |
|---|--|--|
| <p>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 3.6.1: Introduction Phase 3.6.2: Growth Phase 3.6.3: Maturity Phase 3.6.4: Decline Phase 3.6.5: Case Study Discussion 3.7: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence</p> <p>Unit 4. Marketing Strategy Implementation 4.1: Strategy Implementation: Stressing the Importance 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</p> <p>Books for reference</p> <p>Marketing Planning & Strategy: 6th Ed., South Western College Pub - Subhash C. Jain (2000)</p> <p>Marketing Management: 14th Ed., Prentice Hall, Pearson Education - Kotler & Keller (2012)</p> <p>Strategic Marketing: Creating Competitive Advantage: 2nd Ed., Oxford University Press - Douglas West, John Ford, Essam Ibrahim (2011)</p> <p>Strategic Marketing: Text & Cases: The Indian Perspective: Viva Books - S. Shajahan (2010)</p> <p>Strategic Marketing: Pearson Prentice Hall - Todd Mooraddin, Kurt</p> | | |
|---|--|--|

| | | | |
|------|---|--|---|
| | <p>Matzler & Larry Ring (2011)</p> <p>Strategic Marketing Management: 8th Ed., Cerebellum Press - S.C. Johnson & Alexander Chernev (2014)</p> | | |
| 3.22 | <p>PRACTICAL IN PERSONALITY, INTELLIGENCE & APTITUDE ASSESSMENT:</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>Books for Reference</p> <p>Psychological Testing & Assessment: An Introduction to Tests & Measurement: 7th Ed., McGraw Hill Primis - Cohen-Swerdlik (2009)</p> <p>Comprehensive Handbook of Psychological Assessment: Vol. 3: Behavioral Assessment : John Willey - Stephen Haynes & Elaine Heiby (2004)</p> <p>An introduction to Psychological Assessment and Psychometrics: New Delhi: Sage Publications - Coaley,K.(2009).</p> <p>Handbook of Psychological Assessment: 3rd ed.,Oxford: Elsevier science -Goldstein, G. & Hersen, M. (2000).</p> <p>Comprehensive Handbook of Psychological Assessment: Vol. 4, Industrial and Organizational assessment : NY: Wiley - Hersen, M. (2004).</p> <p>Guiding Principles and Recommendations for the Assessment of Competence. <i>Professional Psychology: Research and Practice</i>, 38 (5), 441- 451 - Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy,</p> | | 4 |

| | | | |
|------|---|--|---|
| | S.M., & Smith, I.L. (2007). Encyclopedia of Psychological Assessment: 1 st Ed, Vol. 1 & 2: New Delhi: Sage Publications - Fernandez-Ballestros, R. (2003) | | |
| 3.23 | <p>PRACTICAL IN EMPLOYEE ENGAGEMENT:</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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)</p> <p>Books for Reference</p> <p>Employee Engagement: A Roadmap for Creating Profits, Optimizing Performance & Increasing Loyalty: Jossey-Bass - Brad Federman (2009)</p> <p>Employee Engagement for Dummies: Willey Publications - Bob Kelleher (2013)</p> <p>Report from Gallup Consulting: Q12 Meta-Analysis - Harter, Schmidt, Killham & Asplund</p> | | 4 |
| 3.24 | <p>PRACTICAL IN CORPORATE & BUSINESS STRATEGY:</p> <p>UNIT 1: Defining Process for the Survey: Students will be divided into two groups. Each group has to design & conduct below Surveys:</p> <ol style="list-style-type: none"> i) Corporate Strategic Direction ii) Corporate Portfolio Analysis iii) Business Strategy for Competitive Advantage iv) Business Strategy Execution <p>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).</p> | | 4 |

| | | | |
|------|--|--|---|
| | <p>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).</p> <p>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).</p> <p>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).</p> <p>Books for Reference</p> <p>Exploring Corporate Strategy: 8th Ed., Prentice Hall - Gerry Johnson, Kevan Scholes & Richard Whittington (2008)</p> <p>Competitive Strategy: Techniques for Analysing Industries & Competitors: The Free Press - Michael E. Porter (1998)</p> <p>Harward Business Review: HBR's 10 Must Reads on Strategy (1996)</p> <p>Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010) Strategy: Introduction to Game Theory: 3rd Ed., WW Norton & Co - Joel Watson (2013)</p> <p>Good Strategy Bad Strategy: The difference & why it matters: Profile Books -Richard P. Rumelt (2011)</p> <p>Games of Strategy: 4th Ed., WW Norton & Co - Dixit, Skeath & Reiley (2015)</p> <p>Executing Your Strategy: How to break it down & get it done: Harward Business School Press - Mark Morgan, Raymond E. Levitt, William Malek (2007)</p> | | |
| 3.25 | <p>PRACTICAL IN CORPORATE COMMUNICATION & BRANDING:</p> <p>UNIT 1: Defining Process for the Survey: Students will be divided into two groups. Each group has to design & conduct below Surveys:</p> | | 4 |

| | | |
|--|--|--|
| <p>i) Corporate Communication: Process & Methods ii) Corporate Brand: Process & Brand Measurement</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>UNIT 4: Concluding on the Survey Design & Process & Report Submission:</p> <p>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).</p> <p>Books for Reference</p> <p>Corporate Reputation: Brand & Communication: Pearson - Stuart Roper & Chris Fill (2012)</p> <p>Business Communication Today: 9th Ed., Pearson Prentice Hall - Courtland Bovee & John Thill - 2008</p> <p>Communicating: A Social, Career & Cultural Focus: 12th Ed., Pearson - Berko, Wolvin A., Wolvin D., Aitken (2008)</p> <p>Business & Professional Communication: 2nd Ed., Pearson - Steven Beebe & Timothy Mottet (2013)</p> <p>The New Strategic Brand Management: Creating & Sustaining Brand Equity Long Term: 4th Ed., KoganPage - J.N. Kapferer (2008)</p> <p>The 22 Immutable Laws of Branding: Harper Business - Al Ries & Laura Ries (2002)</p> <p>Corporate Branding: Purpose / People / Process: Copenhagen Business School Press - Schultz, Antorini & Csaba (2005)</p> <p>Emotional Branding: The New Paradigm for Connecting Brands to People: Allworth Press - Marc Gobe (2010)</p> <p>Corporate Branding: Areas, Arenas & Approaches: Routledge - T.C. Melewar & S.F.Syed Alwi (2015)</p> <p>The Best of Branding: Best Practices in Corporate Branding: McGraw Hill - James Gregory (2003)</p> | | |
|--|--|--|

| | | | |
|------|--|----|---|
| | | | |
| | SEMESTER - IV | | |
| 4.26 | DECISION MAKING, PROFESSIONALISM & ETHICS: Unit 1. Fundamental Principles of Decision Making 1.1: Need: Important Vs Urgent 1.1.1: Focus on Important 1.2: First Principles, Then, Techniques 1.2.1: Principles Test 1.2.2: Objective / Life Goal Test 1.2.3: Values & Ethics Test 1.3: Know your Brain Messages & Triggers, Distortions, Deletions, Generalizations 1.4: Emotionally Intelligent Decision Making 1.4.1: Evaluate Impact on Others 1.4.2: Inputs from Stakeholders 1.5: Development of Mind for Decision Making in VUCA Unit 2. Decision Making Process, Tools & Techniques 2.1: Decision Types & Their Treatment 2.1.1: Cognitive Conflict (Importance Vs Uncertainty) 2.2: Decision Making Process 2.2.1: Decision Making Phases 2.2.2: Process Orientation 2.3: Decision Making Check-Lists 2.4: Decision Making Techniques: Tables, Matrixes, Trees & Tools Unit 3: Professionalism 3.1: Integrity 3.1.1: Why Integrity precedes professional competence 3.1.2: Follow rules 3.1.3: Where rules do not exist, use fair judgment 3.1.4: When it doubt, do not do what is convenient but seek counsel 3.1.5: Test of Public Scrutiny 3.1.6: Hall mark of a Professional: Self-certification & Excellence 3.1.7: Case Study Discussion 3.2: Self-Awareness & Self-Management 3.2.1: Self Knowledge: Personality & Values 3.2.2: Being Authentic 3.2.3: Courtesy & Humility 3.2.4: Thought Clarity & Goal Orientation 3.3: Managing Time, Volume & Complexity 3.4: Etiquette / Social Behavior 3.4.1: Inclusion & Gender 3.4.2: Cross Cultural Sensitivity 3.4.3: Diversity 3.4.4: Ethics & Politics 3.4.5: Behavioral EQ 3.4.5: Communication Management 3.4.6: Case Study Discussion 3.5: Accountability & Empowerment 3.6: Personal Branding & Networking Unit 4. Ethics 4.1: Human Nature, Human Values and Ethics | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>4.2: Exploring Connections between Ethics, Religion, and Science 4.3: Key Ethical Theories 4.3.1: Being an Excellent Person: Virtue Ethics 4.3.2: Increasing the Good: Utilitarian Ethics 4.3.3: Doing Your Duty: The Ethics of Principle 4.3.4: Signing on the Dotted Line: Ethics as Contract 4.3.5: The Golden Rule: Common Sense Ethics 4.3.6: Turning Down the Testosterone: Feminist Care Ethics 4.4: Applying Ethics to Real Life 4.4.1: Discoveries related to Human Life: Biomedical Ethics 4.4.2: Protecting the Habitat: Environmental Ethics 4.4.3: Serving the Public: Professional Ethics 4.4.4: Keeping the Peace: Ethics and Human Rights 4.4.5: Getting It On: The Ethics of Sex 4.4.6: Ethics and Animals 4.5: Ethical Dilemmas of Future & Global Issues</p> <p>List for reference Ethics & Professionalism: University of Pennsylvania Press (1988) Decision Making: Its Logic & Practice: Rowman & Littlefield Publishers Inc - John Mullen & Byron Roth (1991)</p> <p>The Three Secrets of Wise Decision Making: Single Reef Press - Berry F. Anderson (2002)</p> <p>Effective Decision Making: eBook - Edoardo</p> <p>Binda Zane (2016) Thinking: Edge Foundation</p> <p>Inc. - John Brochman (2013)</p> <p>A Textbook on Professional Ethics & Human Values: New age International - R.S. Naagarazan (2006)</p> | | |
| 4.27 | <p>ENTREPRENEURSHIP, BUSINESS ACUMEN & BUSINESS PLANNING:</p> <p>Unit 1: Entrepreneurship 1.1: Entrepreneurship Defined 1.2: Common Myths 1.2.1: Entrepreneurs are Born 1.2.2: Individual starts Companies 1.2.3: All Entrepreneurs are Charismatic 1.3: 9 Steps of Entrepreneurship Process / Things to Plan during Start-up 1.3.1: Who is your Customer 1.3.2: What can you do for your Customer 1.3.3: How do you Scan Market & Competition & then, Position your</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>Product / Solution</p> <p>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</p> <p>Unit 2: Business Acumen</p> <p>2.1: What is Business Acumen</p> <p>2.2: Five Drivers of Business Acumen (To be taught along with Case Study) 2.2.1: Driver: Cash</p> <p>2.2.1.1: Accounts Payable & Receivable</p> <p>2.2.1.2: Cash Conversion Cycle</p> <p>2.2.1.3: Free Cash Flow</p> <p>2.2.1.4: Weighted Average Cost of Capital</p> <p>2.2.2: Driver: Profit</p> <p>2.2.2.1: Top Line</p> <p>2.2.2.2: COGS 2.2.2.3: SG&A</p> <p>2.2.2.4: EBIT & EBITDA</p> <p>2.2.2.5: Bottom Line</p> <p>2.2.3: Driver: Assets</p> <p>2.2.3.1: Asset Strength & Utilization</p> <p>2.2.3.2: Liquidity</p> <p>2.2.3.3: RoA & RoE</p> <p>2.2.4: Driver: Growth</p> <p>2.2.4.1: Organic vs. Inorganic Growth</p> <p>2.2.4.2: Guidance</p> <p>2.2.5: Driver: People</p> <p>2.2.5.1: Engagement</p> <p>2.2.5.2: Talent Management</p> <p>2.2.5.3: Training, Developing, Coaching & Mentoring</p> <p>2.2.5.4: Job Rotation</p> <p>2.2.5.5: Group case studies& Simulation</p> <p>Unit 3: Simplifying the Financials (To be taught along with Case Study)</p> <p>3.1: Income Statement</p> <p>3.2: Balance Sheet</p> <p>3.3: Statement of Cash Flows</p> <p>3.4: Annual and other periodic reports</p> <p>Unit 4: Business Planning (To be taught along with Case Study)</p> <p>4.1: What is a Business Plan & Why write a Business Plan</p> <p>4.2: How to Prepare a Detailed Business Plan</p> <p>4.2.1: A brief statement of your objectives.</p> <p>4.2.2: Your assessment of the market you plan to enter.</p> | | |
|---|--|--|

| | | | |
|------|--|----|---|
| | <p>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</p> | | |
| 4.28 | <p>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)</p> | 60 | 4 |

| | | | |
|------|--|----|---|
| | <p>3.7: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?</p> <p>Unit 4: Some Challenging Contexts</p> <p>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</p> <p>List for Reference: Counselling Children & Adolescents in Schools: Sage Publications - Hess, Magnuson & Beeler (2012)</p> <p>Counselling Children: A Practical Introduction: 3rd Ed., Sage Publications - Kathryn Geldard & David Geldard (2008)</p> <p>Adolescent Counselling Psychology: Theory, Research & Practice: Routledge -Terry Hanley & Neil Humphrey (2013)</p> | | |
| 4.29 | <p>SUCCESSION PLANNING & MANAGEMENT:</p> <p>Unit 1: Fundamentals of Succession Planning & Management (SP&M)</p> <p>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 1.2.4: Ensuring Leadership Continuity in Organizations 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</p> <p>Unit 2: Preparation for SP&M Program</p> <p>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</p> | 60 | 4 |

| | | |
|--|--|--|
| <p>Assessment of: Competencies, Values & Ethics</p> <p>2.4: Making the Case for Major Change</p> <p>2.4.1: Assessing Current Problems and Practices</p> <p>2.4.2: Demonstrating the Need</p> <p>2.4.3: Determining Organizational Requirements</p> <p>2.4.4: Linking SP&M Activities to Organizational and Human Resource Strategy</p> <p>2.5: Benchmarking Best Practices and Common Business Practices in Other Organizations</p> <p>2.6: Obtaining and Building Management Commitment</p> <p>2.6.1: The Key Role of the CEO in the Succession Effort</p> <p>2.6.2: The Key Daily Role of Managers in the Succession Effort</p> <p>2.6.2: Case Study in Senior Management's Role in Success of Succession Planning Program.</p> <p>Unit 3: Assessing the Present & Future</p> <p>3.1: Starting a Systematic Program</p> <p>3.1.1: Strategic Choices in Where and How to Start</p> <p>3.1.2: Conducting a Risk Analysis and Building a Commitment to Change</p> <p>3.1.3: Writing Policy and Procedures</p> <p>3.1.4: Clarifying the Roles of the CEO, Senior Managers and Others</p> <p>3.1.5: Addressing the Legal Framework</p> <p>3.1.6: Establishing Strategies for Rolling Out the Program</p> <p>3.2: Refining the Program</p> <p>3.2.1: Preparing & Communicating Program Action Plan</p> <p>3.2.2: Training on Succession Planning and Management</p> <p>3.2.3: Counselling Managers About Succession Planning Problems in Their Areas</p> <p>3.3: Assessing Present Work Requirements and Individual Job Performance</p> <p>3.3.1: Identifying Key Positions</p> <p>3.4: Creating Talent Pools: Techniques and Approaches</p> <p>3.4.1: Thinking Beyond Talent Pools</p> <p>3.5: Assessing Future Work Requirements and Individual Potential</p> <p>3.5.1: Identifying Key Positions and Talent Requirements for the Future</p> <p>3.5.2: The Growing Use of Assessment Centers and Portfolios</p> <p>3.6: The Latest Issues in Potential Assessment</p> <p>Unit 4: Operating and Evaluating an SP&M Program</p> <p>4.1: Developing Internal Successors</p> <p>4.1.1: Testing Bench Strength</p> <p>4.1.2: Formulating Internal Promotion Policy</p> <p>4.1.3: Preparing & Evaluating Individual Development Plans</p> <p>4.1.4: Developing Successors Internally</p> <p>4.1.5: The Role of Leadership Development Programs</p> <p>4.1.6: The Role of Coaching</p> <p>4.1.6.1: Case Study in Executive Coaching</p> <p>4.1.7: The Role of Mentoring</p> <p>4.2: Assessing Alternatives to Internal Development</p> <p>4.2.1: The Need to Manage for "Getting the Work Done" Rather than "Managing Succession"</p> <p>4.2.2: Innovative Approaches</p> <p>4.3: Integrating Recruitment with Succession Planning</p> <p>4.3.1: What Is Recruitment and What Is Selection?</p> | | |
|--|--|--|

| | | | |
|------|---|----|---|
| | <p>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?</p> <p>Reference</p> <p>Succession Planning That Works: The Critical Path of Leadership Development: Friense Press - Michael Timms (2016) The Leadership Pipeline: How to Build the Leadership Powered Company: 2nd Ed., Josse-Bass - Ram Charan, Stephen Drotter & James Noel (2011)</p> | | |
| 4.30 | <p>BUSINESS & CORPORATE COMMUNICATION SKILLS:</p> <p>Unit 1. Business Communication Foundations 1.1: Understanding Why Communication Matters 1.1.1: Communication Is Important to Your Career 1.1.2: Communication Is Important to Your Company 1.1.3: What Makes Business Communication Effective? 1.2: Communicating as a Professional 1.2.1: Understanding What Employers Expect from You 1.2.1: Communicating in an Organizational Context 1.2.3: Adopting an Audience-Centered Approach 1.3: Exploring the Communication Process 1.3.1: The Basic Communication Model 1.3.2: The Social Communication Model 1.3.3: Improving Listening Skills 1.4: Committing to Ethical Communication 1.4.1: Distinguishing Ethical Dilemmas from Ethical Lapses 1.4.2: Making Ethical Choices 1.5: Mastering Nonverbal Communication Skills 1.6: Spoken English Skills 1.6.1: Do's & Don'ts 1.6.2: Business Spoken English Protocols</p> <p>Unit 2: Advanced Aspects of Business Communication 2.1: Enhancing Your Sensitivity to Culture and Diversity 2.1.1: The Advantages and Challenges of a Diverse Workforce</p> | 60 | 4 |

| | | | |
|--|--|--|--|
| | <p>2.1.2: Key Aspects of Cultural Diversity 2.1.3: Understanding How Culture Affects Communication 2.1.4: How to improve Intercultural Communication 2.2: Using Technology to Improve Business Communication 2.2.1: Keeping Technology in Perspective 2.2.2: Using Tools Productively 2.2.3: Guarding Against Information Overload 2.2.4: Reconnecting with People Frequently 2.3: Improving Your Communication in Teams 2.4: Making Your Meetings More Productive 2.5: Business Writing Process 2.6: Professional Presentation</p> <p>Unit 3. The Dimensions of Corporate Communication 3.1: Introduction 3.1.1: Establishing the Scope of Corporate Communication 3.1.2: Reasons to use Corporate Communication 3.1.3: Dimensions of Corporate Communication 3.1.4: The Roles and Tasks of Corporate Communication 3.2: Corporate Communication Activities 3.3: Integrated Corporate Communication 3.4: Contexts for Corporate Communication 3.4.1: The influence of culture on corporate communication 3.4.2: Communication Climate 3.4.3: Communicating Corporate Objectives: vision and mission 3.4.4: Communicating Corporate Responsibility 3.5: Criteria for effective Corporate Communication 3.5.1: Messages and organisational positioning</p> <p>Unit 4. Symbols, Tools, Media & Methods of Corporate Communication 4.1: Introduction 4.1.1: Message Framing 4.1.2: The use of Symbols in developing Corporate Reputation 4.2: Rebranding for Strategic Change 4.3: The Tools for Corporate Communication 4.4: Media for Corporate Communication 4.4.1: Using Media to Differentiate and Grow 4.5: Methods, Types & Sensitivities in Corporate Communication 4.5.1: Investor Relations 4.5.2: Public Affairs 4.5.3: Lobbying 4.5.4: Internal Communications 4.5.5: Managing Customers - Media Relations 4.5.6 Issues Management 4.5.7: Defensive or Crisis Communications 4.6: Measuring Corporate Communication</p> <p>List for Reference</p> <p>Communicating: A Social, Career & Cultural Focus: 12th Ed., Pearson - Berko, Wolvin A., Wolvin D., Aitken (2008)</p> | | |
|--|--|--|--|

| | | | |
|------|---|----|---|
| | <p>Business & Professional Communication: 2nd Ed., Pearson - Steven Beebe & Timothy Mottet (2013)</p> <p>The Art of Communicating: Harper One - Thick Nhat Hanh (2013)</p> <p>Listening & Human Communication in the 21st Century: Wiley Blackwell - Andrew D. Wolvin (2010)</p> | | |
| 4.31 | <p>CONSUMER BEHAVIOURAL INTELLIGENCE:</p> <p>Unit 1: Introduction Consumer Behavior 1.1: Background to Consumer / Buyer Behavior 1.2: The Role of Information & Marketing Research in Understanding Buyer Behavior 1.3: The Importance of Understanding Buyer Behavior 1.4: Changing Consumer Demands & Behavior 1.4: Case Study Discussion</p> <p>Unit 2: Psychological Introduction Consumer Behavior 2.1: Drive. Motivation & Hedonism 2.2: Goals, Risk & Uncertainty 2.3: Personality & Self-Concept 2.4: Perception 2.5: Learning 2.6: Attitude Formation 2.7: Attitude Change</p> <p>Unit 3: Sociological Issues in Consumer Behavior 3.1: The Environment, Class, Culture & Diversity 3.2: Psychographic: Values, Personality & Lifestyles 3.3: Peer & Reference Groups 3.4: The Family</p> <p>Unit 4: Decisions & Their Aftermath 4.1: New & Repeat Buying Behavior 4.2: Innovation 4.3: High Involvement Purchase Behavior 4.4: Post Purchase Behavior 4.5: Services Markets 4.6: Behavioural Segmentation 4.7: Organizational Buying Behaviour 4.8: Consumer Behaviour & The Marketing Mix 4.9: Case Study Discussion</p> <p>List for Reference:</p> <p>Handbook of Consumer Psychology. New York: Taylor & Francis Group - Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008)</p> <p>Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "Ovidius" University Annals, Economic Sciences Series, 11 (2), 837-841 - Daniela, M. A. (2011)</p> <p>The seven sins of consumer psychology. Journal of Consumer Psychology, 23 (4),</p> | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>411-423 - 3. Pham, M. T. (2013)</p> <p>Consumer Behaviour. UK: Edinburgh Business School - Priest, J., Carter, S., & Statt, D. A. (2013)</p> <p>The dynamics of consumer behavior: A goal systemic perspective. Journal of Consumer Psychology, 22 (2), 208-223 - Kopetz, C. E.,Kruglanski, A. W., Arens, Z. G., Etkin, J., & Johnson, H. M. ((2012)</p> <p>Social Influence and Consumer Behaviour. New York: The Psychology Press -Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013)</p> <p>Qualitative Consumer and Marketing Research.Los Angeles: SAGE Publications -Belk, R. W., Fischer, E & Kozinets R. V. (2013)</p> <p>Handbook of Qualitative Research Methods in Marketing. USA: Edward Elgar - Belk, R. W. (Ed.) (2006)</p> | | |
| 4.32 | <p>GROUP CONSULTING THEORIES & TECHNIQUES:</p> <p>Unit 1: Introduction to Group Consulting / Counselling</p> <p>1.1: Group vs. Individual Counselling</p> <p>1.2: Goals, Functions and Definitions of: Group guidance, Group Counselling & Group Therapy</p> <p>1.3: Types of Groups</p> <p>1.4: Self Help Groups</p> <p>1.4.1: Group Members as Therapist</p> <p>1.5: Psychotherapy & Counselling Groups: Some Overlap</p> <p>1.6: Benefits of Group Counselling</p> <p>Unit 2: Theoretical Approaches to Group Counselling</p> <p>2.1: Psychodynamic</p> <p>2.2: The Jungian Perspective</p> <p>2.3: Adlerian Group work</p> <p>2.4: The Person-centered Approach</p> <p>2.5: Gestalt Therapy in Groups</p> <p>2.6: Psychodrama</p> <p>2.7: Transactional Analysis</p> <p>2.8: Behavioural Therapy in Groups</p> <p>2.9: Rational Emotive Behavioural Therapy & CBT</p> <p>2.10: Skills Training Lab</p> <p>Unit 3: Consulting Skills in the Group</p> <p>3.1: Common Skills: Listening, Paraphrasing, Questioning & Summarizing</p> <p>3.2: Coordinating, Linking & Monitoring</p> <p>3.3: Self Disclosure</p> <p>3.4: Clarifying</p> <p>3.5: Interpreting</p> <p>3.6: Confronting</p> <p>3.7: Showing Support</p> <p>3.8: Reflecting Feelings</p> <p>3.9: Activating</p> <p>3.10: Ensuring a Safe Environment</p> <p>3.11: Case Study Discussion & Role Plays on Coaching Skills in the</p> | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>Group</p> <p>Unit 4: Practice of Group Consulting</p> <p>4.1: Setting-up a Group</p> <p>4.1.1: Leadership & Leadership Styles</p> <p>4.1.2: Practical Planning</p> <p>4.2: Stages in Group Life</p> <p>4.2.1: Orientation</p> <p>4.2.2: Conflict</p> <p>4. 2.3: Cohesion</p> <p>4.3: Various Issues, Defense Mechanisms & Problem Situations in Groups</p> <p>4.3.1: Case Study Discussions & Study of Videos</p> <p>4.4: Group Consulting & Counselling Techniques for Specific Groups</p> <p>4.4.1: Children,</p> <p>4.4.2: Adolescents,</p> <p>4.4.3: Couples,</p> <p>4.4.4: Divorce Groups</p> <p>4.4.5: Older Clients,</p> <p>4.4.6: Addiction Groups</p> <p>4.4.7: Case Study Discussion on each type of Specific Group</p> <p>4.5: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?</p> <p>List for Reference:</p> <p>Groups Process and Practice: 7th Ed., Thomson: Brooks/Cole - Corey, M.S., Corey, Gerald (2006)</p> <p>Approaches to Group Work: A Handbook for Practitioners. London: Prentice Hall -Capuzzi, Dave (2002).</p> <p>Intentional group counselling: A micro skill approach. Belmont CA: Wadsworth - Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001)</p> <p>'The Future of Cognitive Behaviour and Rational Emotive Behaviour Therapy': Palmer and Varma - Ellis A. (1997)</p> | | |
| 4.33 | <p>ANTHROPOLOGY: GLOBAL CULTURAL SENSITIVITY & DIVERSITY:</p> <p>Unit 1: Culture</p> <p>1.1: Concept</p> <p>1.2: Characteristics of Culture</p> <p>1.2.1: Culture Is Learned</p> <p>1.2.2: Culture Is Shared</p> <p>1.2.3: Culture Is Symbolic</p> <p>1.2.4: Culture Is Integrated</p> <p>1.2.5: Culture Is Dynamic</p> <p>1.2.6: Culture Is All-Encompassing</p> <p>1.3: Aspects of Culture</p> <p>1.3.1: Values</p> <p>1.3.2: Beliefs</p> <p>1.3.3: Norms</p> | 60 | 4 |

| | | | |
|--|--|--|--|
| | <p>1.3.4: Ideal versus Real Culture 1.4: Cultural Diversity 1.4.1: Food and Diversity 14.2: Dress Codes and Symbolism 1.4.3: Ethnicity 1.5: Origins of Culture & Culture's Evolutionary Basis 1.5.1: What We Share with Other Primates 1.5.2: We Differ from Other Primates 1.6: Universality, Generality, and Particularity 1.7: Culture and the Individual 1.8: Multicultural World & Globalization</p> <p>Unit 2. Cultural Diversity 2.1: Language & Communication 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</p> <p>Unit 3. Anthropology 1.1: Humanity 1.1.1: Adaptation, Variation, and Change 1.1.2: Culture: Cultural Forces Shape Human Biology 1.2: The Four Sub-disciplines of Anthropology 1.2.1: Cultural Anthropology 1.2.1.1: Ethnography 1.2.1.2: Ethnology 1.2.2: Archaeological Anthropology 1.2.3: Biological, or Physical, Anthropology 1.2.4: Linguistic Anthropology 1.3: Our Focus: Cultural Anthropology: Distinctive Features of Cultural Anthropology 1.4: Holistic Anthropology, Interdisciplinary Research, and the Global Perspective 1.5: Anthropological Explanations 1.5.1: The Scientific Method 1.5.2: Anthropology and the Humanities 1.6: Why Study Anthropology? 1.6.1: Critical Thinking and Global Awareness</p> <p>Unit 4. Method, Theory & Application of Cultural Anthropology 1.1: Ethnography: Introduction 1.2: Ethnographic Techniques 1.2.1: Observation and Participant Observation 1.2.2: Conversation, Interviewing, and Interview Schedules 1.2.3: The Genealogical Method 1.2.4: Key Cultural Consultants</p> | | |
|--|--|--|--|

| | | | |
|------|--|----|---|
| | <p>1.2.5: Life Histories 1.2.6: Problem-Oriented Ethnography 1.2.7: Longitudinal Research 1.2.8: Team Research 1.3: Ethnographic Perspectives 1.3.1: Emic and Etic 1.3.2: Expansion in Analytic Scale 1.3.3: Online Ethnography 1.4: Ethical Issues 1.4.1: The Code of Ethics 1.4.2: Anthropologists and Terrorism 1.5: Theories in Cultural Anthropology 1.6: Applied Anthropology 1.6.1: The Role of the Applied Anthropologist 1.6.2: Applied Anthropology Today 1.6.2.1: Anthropology and Education 1.6.2.2: Urban Anthropology: Urban Vs Rural 1.6.2.3: Medical Anthropology 1.6.2.4: Public & anthropology 1.6.2.4.1: Case Study on Culturally Appropriate Marketing 1.6.2.5: Anthropology and Business 1.6.2.6: Careers and Anthropology</p> <p>List for Reference</p> <p>Cultural Anthropology: Global Forces, Local Lives: 3rd Ed., Routledge - Jack David Eller (2016)</p> <p>Anthropology: A Global Perspective: 7th Ed., Pearson - Raymond Scupin & Christopher DeCorse (2012)</p> <p>Cultural Anthropology: 2nd Ed., Baker Academic - Paul G. Hiebert (1983)</p> <p>Culture & Values: A Survey of the Humanities: 7th Ed., Wadsworth Cengage Learning - Lawrence Cunningham & John Reich (2010)</p> | | |
| 4.34 | <p>CORPORATE CULTURE:</p> <p>Unit 1. Concept of Organization / Corporate Culture</p> <p>1.1: What is Corporate Culture 1.1.1: Key Concepts of Organization Culture 1.2: What Corporate Culture is <i>Not</i> 1.3: Three Perspectives on Corporate Culture 1.3.1: The Integration Perspective 1.3.2: The Differentiation Perspective 1.3.3: The Fragmentation Perspective 1.4: Can Culture be Learned? 1.5: Importance of Corporate Culture 1.6: Case Study Discussion</p> <p>Unit 2. Measurement of Organization / Corporate Culture</p> <p>2.1: Quantitative Methods 2.2: Qualitative Methods 2.3: Mixed Methods 2.4: The Process of Measurement of Corporate Culture 2.5: Case Study Discussion</p> | 60 | 4 |

| | | | |
|------|---|----|---|
| | <p>Unit 3. Organization / Corporate Culture & It's Impact 3.1: Organization Culture & Identity 3.2: Organization Culture & Performance 3.3: Organization Culture & Organization Strategy 3.3.1: Aligning Strategy & Culture 3.3.2: Case Study Discussion 3.4: Organization Culture & Team Work 3.5: Organization Culture & Leadership 3.6: You & Organization Culture: Application of Emotional & Behavioural Intelligence</p> <p>Unit 4: Managing Organization Culture 4.1: Culture as a Constraint 4.2: Multiple Level Shaping & Ambiguity of Culture 4.3: Management of Key Dimensions of Corporate Culture 4.4: Leading Culture Change & Transformations 4.5: When Cultures Meet: Acquisitions, Mergers, Joint Ventures & Other Multicultural Collaborations 4.6: Application of Emotional Intelligence & Human Relations in Management of Organization Culture 4.7: Case Study Discussion</p> <p>Books for reference</p> <p>Corporate Culture & Performance: The Free Press (A Divn of Simon & Schuster Inc) - John P. Kotter (1992)</p> <p>Organization Culture: Vol. 8: Psychology Press - Karel De Witte & Jaap Van Muijen (2000)</p> <p>Organization Culture & Leadership: John Willey & Sons - Edgar H. Schein (2006)</p> | | |
| 4.35 | <p>INNOVATION & ENTREPRENEURSHIP:</p> <p>Unit 1. Innovation 1.1: What is Innovation 1.1.1: Is Innovation a 'Big Idea' only? 1.1.2: The Mind of The Innovator 1.2: Ten Types of Innovations in Three Categories 1.2.1: Configuration 1.2.1.1: Profit Model 1.2.1.1.1: Case Study of Gillet 1.2.1.1.2: Case Study of Google 1.2.1.2: Network 1.2.1.2.1: Case Study of Walmart 1.2.1.2.2: Case Study of Reliance Fresh 1.2.1.3: Structure 1.2.1.3.1: Case Study of Fab India 1.2.1.3.2: Case Study of Southwest Airlines 1.2.1.4: Process 1.2.1.4.1: Case Study of Zara</p> | 60 | 4 |

| | | |
|---|--|--|
| <p>1.2.1.4.2: Case Study of Ikea 1.2.2: Offering 1.2.2.1: Product Features & Performance 1.2.2.1.1: Case Study of Corning Gorilla Glass 1.2.2.2: Case Study of Apple iPad 1.2.2.2: Product System 1.2.2.2.1: Case Study of Microsoft 1.2.2.2.2: Case Study of McDonalds 1.2.3: Experience: 1.2.3.1: Service 1.2.3.1.1: Case Study of Zappos / Amazon 1.2.3.1.2: Case Study of Airbnb 1.2.3.2: Channel 1.2.3.2.1: Case Study of Dell 1.2.3.2.2: Case Study of Nespresso 1.2.3.3: Brand 1.2.3.3.1: Case Study of Ginger 1.2.3.3.2: Case Study of Intel 1.2.3.4: Customer Engagement 1.2.3.4.1: Case Study of Apple 1.2.3.4.2: Case Study of Barbeque Nation</p> <p>Unit 2. The Techniques of Innovation 2.1: Principles 2.1.1: Go beyond products 2.1.2: Integrate multiple innovation types / Work across 2.1.3: Spot the shifts & Recognize patterns 2.2: Techniques of Innovation 2.2.1: Techniques for Profit Model 2.2.2: Techniques for Network 2.2.3: Techniques for Structure 2.2.4: Techniques for Process 2.2.5: Techniques for Product Performance 2.2.6: Techniques for Product System 2.2.7: Techniques for Service 2.2.8: Techniques for Channel 2.2.9: Techniques for Brand 2.2.10: Techniques for Customer Engagement</p> <p>Unit 3. The Practice of Innovation in Entrepreneurship 3.1: Entrepreneurship in true sense 3.1.1: Is every new small business an Entrepreneurship venture? 3.1.2: Is Entrepreneurship a behaviour rather than personality trait? 3.1.3: Is Entrepreneurship & Innovation a low risk? 3.1.4: Systematic Entrepreneurship 3.2: Purposeful Innovation and the Seven Sources for Innovative Opportunity 3.2.1: Source: The Unexpected 3.2.2: Source: Incongruities 3.2.3: Source: Process Need 3.2.4: Source: Industry and Market Structures 3.2.5: Source: Demographics</p> | | |
|---|--|--|

| | | | |
|------|---|--|----|
| | <p>3.2.6: Source: Changes in Perception 3.2.7: Source: New Knowledge 3.3: The Bright Idea 3.4: Principles of Innovation in Entrepreneurship Unit 4. The Entrepreneurship Management & Strategies 3.1: Entrepreneurial Management 3.1.2: The Do's & Don'ts of Entrepreneurship 3.1.3: Core Principles of Management 3.2: The Entrepreneurial Business 3.2.1: The New Venture 3.3: Entrepreneurship Strategies 3.3.1: "Fustest with the Mostest" 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.</p> <p>List for Reference</p> <p>Business Innovation for Dummies: Willey Publishing - Alexander Hiam (2010) The Art of Innovation: Doubleday - Thomas Kelly & Jonathan Littman (2001) Disrupt Yourself: Biblimotion Inc. - Whitney Johnson (2015) Entrepreneurship: Howard Books - Dave Ramsey (2011)</p> <p>Entrepreneurship: A Very Short Introduction: Oxford - Paul Westhead & Mike Wright (2013)</p> | | |
| 4.36 | <p>PROJECT WORK IN EMOTIONAL INTELLIGENCE, HUMAN RELATIONS & ORGANIZATION SUCCESS:</p> <p>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.</p> <p>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.</p> | | 10 |

| | | | |
|------|--|--|----|
| | <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives & should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>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'</p> | | |
| 4.37 | <p>PROJECT WORK IN ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE & PROFITABILITY:</p> <p>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.</p> <p>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.</p> <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives & should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>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'.</p> | | 10 |
| 4.38 | <p>SUCCESSFUL STRATEGY EXECUTION:</p> <p>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.</p> <p>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.</p> <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives &</p> | | 10 |

| | | | |
|------|---|--|----|
| | <p>should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>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'.</p> | | |
| 4.39 | <p>SUCCESS FACTORS IN ENTREPRENEURSHIP:</p> <p>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.</p> <p>UNIT 2: Establish contact with the Company Owners / Entrepreneurs & 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.</p> <p>UNIT 3: Interaction with the Company / Entrepreneurs: Meet Entrepreneurs for interactions, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Entrepreneurs & should take a Feedback (in writing) from them or their personal Assistance on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the Entrepreneur & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'</p> | | 10 |

| MARKS | GRADE POINTS | GRADE |
|-----------|--------------|-----------|
| 75 TO 100 | 7.5 TO 10.0 | O |
| 65 TO 74 | 6.5 TO 7.49 | A |
| 60 TO 64 | 6.0 TO 6.49 | B |
| 55 TO 59 | 5.5 TO 5.99 | C |
| 50 TO 54 | 5.0 TO 5.49 | D |
| 0 TO 49 | 0.0 TO 4.99 | F (FAILS) |

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

The Semester Grade Point Average (SGPA) will be calculated in the following manner:

$SGPA = \frac{\sum CG}{\sum C}$ 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 :
 $CGPA = \frac{\sum CG}{\sum C}$ 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.