UNIVERSITY OF MUMBAI

Syllabus for Approval

	Heading	Particulars
1	Title of the Course	Master of Emotional Intelligence &Life Coaching
2	Eligibility for Admission	1. Graduate of 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	POST 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

Master of Emotional Intelligence &Life Coaching

Proposed syllabus

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

(w.e.f. Academic Year 2017-18)

Objectives and Learning Outcome

After the completion of this course students will be able:

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, principles & practice of Coaching & make students competent in starting their own practice of Life Coaching.

4. To develop Professional, Entrepreneurship, Decision Making, Communication, Team Work & People Skills enabling him / her to apply them in any his / her Coaching practice or in employment in corporate sector in Human Resources / Learning & Development.

SEMESTER - WISE SYLLABUS

	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	COGNITIVE NEUROSCIENCE	60	40	100	60		60	4
	1.2	FUNDAMENTALS OF EMOTIONAL INTELLIGENCE	60	40	100	60		60	4
	1.3	NEURO LINGUISTIC PROCESSES & EMOTIONAL INTELLIGENCE	60	40	100	60		60	4
	1.4	EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS	60	40	100	60		60	4
	1.5	STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE	60	40	100	60		60	4
	1.6	NEURO LINGUISTIC PROCESSES TECHNIQUES PRACTICAL	100		100				4
SEMESTER- II	2.7	ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE	60	40	100	60		60	4
	2.8	BEHAVIOURAL INTELLIGENCE & WORKING IN TEAMS	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	EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL	60	40	100	60		60	4

Master of Emotional Intelligence &Life Coaching – Duration Two Years

Semester	Code	Subject							
SEMESTER - III	3.12	FUNDAMENTALS OF LIFE COACHING	60	40	100	60		60	4
	3.13	COACHING PSYCHOLOGY, THEORIES & TECHNIQUES	60	40	100	60		60	4
	3.14	ONLINE COACHING COURSE (INTERNATIONAL CERTIFICATION)	60	40	100	60		60	4
	3.15	COACHING PSYCHOLOGY IN MULTI-CULTURE CONTEXTS	60	40	100	60		60	4
	3.16	STRATEGIES TO IMPROVE HUMAN RELATIONS	60	40	100	60		60	4
	3.17	PERSONALITY & PSYCHOLOGY ASSESSMENT	60	40	100	60		60	4
	3.18	EXECUTIVE COACHING	60	40	100	60		60	4
	3.19	BUSINESS COACHING	60	40	100	60		60	4
	3.20	RELATIONSHIP COACHING	60	40	100	60		60	4
	3.21	STRATEGIC HUMAN RESOURCE DEVELOPMENT	60	40	100	60		60	4
	3.22	PRACTICAL IN EXECUTIVE COACHING	100		100				4
	3.23	PRACTICAL IN BUSINESS COACHING	100		100				4
	3.24	PRACTICAL IN RELATIONSHIP COACHING	100		100				4
	3.25	PRACTICAL IN LEARNING & DEVELOPMENT	100		100				4
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	GROUP COACHING THEORIES & TECHNIQUES	60	40	100	60		60	4
	4.29	BALANCED SCORE CARD & BUSINESS STRATEGY	60	40	100	60		60	4
	4.30	MARITAL & COUPLES COACHING & THERAPY	60	40	100	60		60	4

	4.31	BUSINESS & CORPORATE COMMUNICATION SKILLS	60	40	100	60		60	4
	4.32	BRANDING YOURSELF @ DIGITAL MEDIA	60	40	100	60		60	4
	4.33	INNOVATION & ENTREPRENEURSHIP	60	40	100	60		60	4
	4.34	CHILD & ADOLESCENT COACHING	60	40	100	60		60	4
	4.35	SUCCESSION PLANNING & MANAGEMENT	60	40	100	60		60	4
	4.36	PROJECT WORK IN EXECUTIVE COACHING BUSINESS PLANNING & PRACTICE	100		100				10
	4.37	PROJECT WORK IN BUSINESS COACHING BUSINESS PLANNING & PRACTICE	100		100				10
	4.38	PROJECT WORK IN RELATIONSHIP COACHING BUSINESS PLANNING & PRACTICE	100		100				10
	4.39	PROJECT WORK IN 'LEARNING & DEVELOPMENT' BUSINESS PLANNING & PRACTICE	100		100				10
		Total	**2700**	**1200**	**3900**				**180**

SEMESTER- I			
PAPER NO.	SUBJECT	Total Hours	SESSION OF 3 Hrs. Each
1.1	**COGNITIVE NEUROSCIENCE** **Unit 1. The Neurobiology of Thinking** 1.1: Introduction and History 1.2: The Brain 1.2.1: Structure & Functions 1.2.2: The Neuron 1.2.3: Neurotransmitter Systems 1.3: Neuroscience Today 1.3.1: Molecular Neuroscience 1.3.2: Cellular Neuroscience 1.3.3: Systems Neuroscience 1.3.4: Behavioural Neuroscience 1.3.5: Cognitive Neuroscience 1.4: Cost of Ignorance: Nervous System Disorders **Unit 2: Sensation, Perception, Attention & Action** 2.1: Sensation and Perception of Visual Signals 2.2: Audition and Somatosensation 2.3: The Visual System 2.4: Spatial Cognition and Attention 2.5: Skeletomotor Control 2.6: Oculomotor Control and the Control of Attention **Unit 3. Mental Representation** 3.1: Visual Object Recognition and Knowledge 3.2: Neural Bases of Memory 3.3: Declarative Long-Term Memory 3.4: Semantic Long-Term Memory 3.5: Short-Term and Working Memory **Unit 4. High Level Cognition** 4.1: Cognitive Control 4.2: Decision Making 4.3: Social Behaviour 4.4: Emotion 4.5: Language 4.6: Consciousness **Book for reference :** Cognition: 8th Ed, John Wiley & Sons - 5. Margaret W. Matlin (2012). Cognitive Psychology. Wadsworth: Belmont - Sternberg, R. J.; Sternberg, K, Mio, J. (2012). Neuropsychology: from Theory to Practice: Psychology Press - David Andrewes (2001) Handbook of Emotions: 3rd Ed., NY: Guilford - Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (2010) The Elusive Nature of Executive Functions: A Review of our Current Understanding. Neuropsychology Review - Jurado, M. B. & Rosselli, M. (2007).	45	15

		Fundamentals of Human Neuropsychology (6th ed). NY: Worth Publishers - Kolb B., & Whishaw I.Q. (2007)		
1.2		**FUNDAMENTALS OF EMOTIONAL INTELLIGENCE** **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 **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) 2.4: Empathy 2.4.1: Understanding Empathy 2.4.2: Importance of Empathy 2.5: Application of Self-Efficacy of EI. **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 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 **Books** **Book for reference :** Working with Emotional Intelligence: Bloomsbury Publication-Daniel Goleman (1998) Games People Play: The Basic Handbook of TA: Eric Berne (1964) The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships : Jeanne Segal	45	15

		(2008) The Brain and Emotional Intelligence: New Insights :Daniel Goleman HBR's 10 Must Reads on Emotional Intelligence (2015)		
1.3		**NEURO LINGUISTIC PROCESSES & EMOTIONAL INTELLIGENCE** **Unit 1. Introduction to & Fundamentals of Neuro Linguistic Programming (NLP)** 1.1: What is Neuro Linguistic Programming? (NLP) 1.2: NLP Communication Model 1.2.1: Internal & External World 1.2.2: Internal Representation (VAKOG) 1.2.3: Deletion, Distortion & Generalization 1.2.4: Filters 1.3: Three Principles of NLP 1.3.1: Cause & Effect 1.3.2: Perception is Projection 1.3.3: Responsibility for Value 1.4: The Presuppositions of NLP 1.5: The Basis of All NLP Patterns 1.6: Formation of Well Formed Outcomes (Goals) with reference to 'Wheel of Life' 1.7: Connecting with the People 1.7.1: Rapport 1.7.2: Sensory Acuity 1.7.3: Calibration 1.7.4: Matching & Mirroring 1.8: Emotional Intelligence & NLP **Unit 2. Model of the Thought Process World** 2.1: Modal Operators 2.2: Meta Model 2.3: Meta Programs 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	45	15

		Book 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)		
1.4		**EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS** **Unit 1. Theories Behind Measurement & Modelling of Emotions** 1.1: Components of Emotion 1.1.1: Cognitive Component 1.1.2: Evaluative Component 1.1.3: Motivational Component 1.1.4: Feeling Component 1.2: Rationality, Regulation & Control of Emotion 1.3: The Biological Basis of Emotion 1.3.1: An Affective Neuro Scientific Model 1.4: Self Regulation Models of Emotion 1.5: Mathematical Modelling of Emotional Dynamics 1.6: Controlling Emotion by Artificial Means 1.7: Effect of Emotion Modeling on Human Machine Interactions **Unit 2. Key Models for Emotion's Imaging, Modelling & Analysis** 2.1: Brain Imaging and Psycho-pathological Studies on Self-regulation of Emotion 2.2: Fuzzy Models for Facial Expression-Based Emotion Recognition and Control 2.3: Electroencephalographic Signal Processing for Detection and Prediction of Emotion 2.4: Multiple Emotions & their Chaotic Dynamics **Unit 3. Measurement of Emotional Intelligence** 3.1: Task Based Scales 3.1.1: Levels of Emotional Awareness Scale (LEAS)	**45**	**15**

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

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

Books for Reference:

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)

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)

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

Handbook of Intelligence: Cambridge University Press - Robert J. Sternberg (2000)

Handbook of Intelligence: Evolutionary Theory, Historical Perspective & Current Concepts: Springer - Sam Goldstein, Dana Princiotta & Jak Naglieri (2015)

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) 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) Article: The link between group emotional comeptence and group effectiveness. In V. U. Druskat, F. Sala, & G. Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups.* Mahway, NJ: LEA - Wolff, Druskat, Koman & Messer (2006)		
1.5	**STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE** **Unit 1: Strategies to Improve Self Awareness** 1.1: Elements of Self Awareness 1.1.1: Emotional Awareness 1.1.2: 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 **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 **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	**45**	**15**

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 4.1.9: Empathy
4.2: Social Connect 4.2.1: Remembering Names 4.2.2: Observation
of Vital Clues 4.2.3: Body Language 4.2.4: Listen Actively 4.2.5:
Their Point of View 4.2.6: The Law of Self-Image
4.3: Social Character Building 4.3.1: The Law of Authenticity
4.3.2: The Law of Energy & Positive Vibrations 4.3.3: Be
Intentionally Present 4.3.4: Be Curious 4.3.5: Show that You Care
4.3.6: Keep Your Word 4.3.7: Gratitude 4.3.8: The Law of Patience
4.3.9: Celebrate / Have Fun
4.4: Social Intelligence
4.4.1: The Law of Perception & Context Understanding 4.4.2:
Focus on Big Picture 4.4.3: The Law of Similarity 4.4.4: The Law
of Familiarity 4.4.5: Accept
4.4.6: Find the Good & Appreciate
4.4.7: Be in a Moment
4.4.8: Work Together / Collaborate
4.4.9: Resource Development & Utilisation
4.4.10: The Law of Giving
4.5: Case Study Discussion with Role Play

Books for Reference:

Awareness: Conversations with the Masters, Publisher : Image -
Anthony De Mello
(1990)

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.
What To Say When You Talk to Yourself, Publisher : Simon &
Schuster, Shad Helmstetter (1990)
Who Moved My Cheese, Publisher : RHUK, Spencer Johnson
(1999)
As a Man Thinketh, Sterling Publishers, James Allen (2007)
Believe in Yourself, Publisher : Manjul Publishing, Dr. Joseph
Murphy (2014)
Motivation : Boost Your Motivation with Powerful Techniques &
Be Unstoppable, Kindle Edition, James Adler.

1.6	**NEURO LINGUISTIC PROCESSES TECHNIQUES PRACTICAL** **UNIT 1: Defining Process for the Techniques:** Students will be divided into three groups. Each group has to choose min. 8 Techniques from the list. Each group will have to discuss a defined process of Neuro Linguistic Techniques & minute down their consensus on understanding each of the selected processes (2 credit). **UNIT 2: Practicing the Techniques:** Each group to experiment with & practice each of the techniques within their group & minute down the results (2 credit). **UNIT 3: Presenting the Techniques:** Each student will present at least one of the techniques in the class with the help of the group member & other groups will give their feedback (2 credit). **UNIT 4: Concluding on the Techniques & Report submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective process & execution of each technique. Then each student will submit his / her report on the concluded process & effective execution of each technique. Report to be submitted in hard as well as soft copy (2 credit) **Books for reference:** NLP - Re-program your control over emotions & behaviour - Fred Cremone (2014), The Big Book of NLP Techniques - Shlomo Vaknin (2008), The Big Book of NLP Expanded: 350+ Techniques, Patterns & Strategies of NLP: Inner Patch Publishing - Shilomo Vaknin (2010) The Timeline Therapy & The Basis of personality: Meta Publications - Tad James & Wyatt Woodsmall (1988)	**45**	**15**

SEMESTER- II

PAPER NO.	SUBJECT	Total Hours	SESSION OF 3 Hrs. Each
2.7	**ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE** **Unit 1. The Organizational Context** 1.1: Explaining Organizational Behaviour 1.2: Organization Behaviour & Management 1.2.1: View Point of 21st Century 1.3: Environment & Technology 1.4: Culture 1.5: Role of Emotional Intelligence & Behavioural Intelligence 1.5.1: Case Study Discussion **Unit 2. Individuals in the Organization** 2.1: Personality & Learning 2.2: Perception, Attribution & Diversity	**45**	**15**

2.3: Values, Attributes & Work Behaviour
2.4: Theories of Work Motivation
2.5: Role of Emotional Intelligence on Personality & Motivation
1.5.1: Case Study Discussion

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

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

Books for reference :
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).

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)

Handbook of Organizational Culture and Climate: Sage
Publications, New Delhi -Ashkanasy, Wilderom and Peterson
(2000)

Introduction to Organisational Behaviour: Jaico Publishing House,
Mumbai - Butler, M and Rose, E (2011)

Managing and Organizations: An Introduction to Theory and
Practice: Sage Publications, New Delhi - Clegg, S., Korberger, M
and Pitsis, T (2012)
Organizational Health and Wellbeing: Vol 1, 2, 3: Sage
Publications, New Delhi -
Cooper, C.L (2011)

Behaviour in Organizations: 9th Ed., Prentice Hall India, New Delhi
- Greenberg, J and Baron, R.A (2009)

Interpersonal Skills in Organizations: 3rd Ed., Tata- McGraw Hill,
New Delhi - Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012)

Organizational Behaviour: 5th Ed., Tata McGraw Hill, New Delhi -

	McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Human Relations: Strategies for Success: 4th Ed., Tata McGraw Hill Education, New Delhi - Lamberton, L.H and Minor, L (2012) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology: McGraw Hill, New York - Landy, F.J and Conte, J. M (2004) Ethics and Spirituality at Work: Quorum Books London - Pauchant, T. C (2002) Organizational Behaviour: 13th Ed., Pearson Prentice Hall, New Delhi - Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Behavior in Organizations. An Experiential Approach:9th Ed., McGraw-Hill Irwin -Shani, A.B., Chandler, D,. Coget, H.F and Law, J.B (2009) Culture and Organizational Behaviour: Sage Publications, New Delhi - Sinha, J.B.P. (2008)		
2.8	**BEHAVIOURAL INTELLIGENCE & WORKING IN TEAMS** **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 **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 **Unit 3: Participating in & Improving Team Work** 3.1: Cross Function Team Working 3.2: How to Develop Trust in Team? 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	45	15

		3.6.1: Winner Team & Appreciation Awards for other Team for any particular aspect 3.7: Celebration 3.7.1: Team-wise Celebration **Unit 4: Leading Teams** 4.1: Cross Functional Team Building 4.1.1: Case Study Discussion 4.2: Diversity 4.2.1: Case Study Discussion 4.3: Engagement & Clarity of Roles and Responsibilities 4.3.1: Case Study Discussion 4.4: Project Management & Monitoring 4.4.1: Case Study Discussion 4.5: Developing Leaders within the Team 4.5.1: Case Study Discussion & Quarterly Team Leader concept in the Class 4.6: Application of Emotional Intelligence & Behavioral Intelligence 4.6.1: Case Study Discussion & Group Discussion on Videos & Films **Books for reference** On Becoming a Leader: Basic Books - Warren Bennis (2009) The Respectful Leader: Wiley - Gregg Ward (2016)		
2.9		**INTERPERSONAL COMMUNICATION & CONVERSATIONAL INTELLIGENCE** **Unit 1: Fundamentals of Interpersonal Communication** 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 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:	**45**	**15**

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.

**Unit 2: Principles & Guidelines for Interpersonal
Communication**
2.1: Principle 1: We Cannot *Not* 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.
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
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. **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. **Books for Reference:** Interpersonal Communication: The Whole Story: McGraw Hill - Kory Floyd (2009) Essentials of Business Communication: 9th Ed., South Western Cengage Learning -Mary Ellen Guffey & Dana Loewy (2013)		
2.10	**CORPORATE & BUSINESS STRATEGY: SUCCESS THROUGH EMOTIONALLY INTELLIGENT LEADERSHIP** **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 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	45	15

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

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

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

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

	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 **Books for Reference** Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010) Strategy: Introduction to Game Theory: 3rd Ed., WW Norton & Co - Joel Watson (2013) Good Strategy Bad Strategy: The difference & why it matters: Profile Books -Richard P. Rumelt (2011) Games of Strategy: 4th Ed., WW Norton & Co - Dixit, Skeath & Reiley (2015) Executing Your Strategy: How to break it down & get it done: Harward Business School Press - Mark Morgan, Raymond E. Levitt, William Malek (2007) Competitive Advantage: Creating & Sustaining Superior Performance: The Free Press - Michael E. Porter (1985)			
2.11	**EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL** **UNIT 1: Defining Process for the Tests:** Students will be divided into three groups. Each group has to choose min. 6 Tests from the list. Each group will have to discuss a defined process of design & conduction of the Test & parameter to be covered along with it's relevance & minute down their consensus on understanding each of the selected parameter & process for each selected test (2 credit). **UNIT 2: Practicing the Assessment Tests:** Each group to experiment with & practice each of the selected Tests within their group & minute down the results (2 credit). **UNIT 3: Presenting the Tests:** Each student will present at least one of the tests in the class with the help of the group member & other groups will give their feedback (2 credit). **UNIT 4: Concluding on the Tests Design & Process & Report Submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective	**45**	**15**	

	design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of each tests. Report to be submitted in hard as well as soft copy (2 credit).		

SEMESTER- III			
PAPER NO.	**SUBJECT**	**Total Hours**	**SESSION OF 3 Hrs. Each**
3.12	**FUNDAMENTALS OF LIFE COACHING** **Unit 1: Introduction to Coaching** 1.1: Counselling 1.2: Consulting 1.3: Mentoring 1.4: Therapy 1.5: Coaching 1.5.1: Individual Coaching 1.5.2: Group Coaching 1.6: Life Coaching 1.6.1: Executive Coaching 1.6.2: Business Coaching 1.6.3: Relationship Coaching 1.6.4: Skills & Performance Coaching 1.6.5: Leadership Coaching 1.6.4: Other Coaching Specializations 1.7: Ethical Issues in Coaching 1.8: Principles & Professional Standards of Conduct in Coaching 1.9: Case Study Discussions, Role Plays & Watching Coaching Videos **Unit 2: Eleven Core Competencies** 2.1: Meeting Ethical Guidelines and Professional Standards 2.2: Establishing the Coaching Agreement 2.3: Establishing Trust and Intimacy with the Client 2.4: Coaching Presence 2.5: Active Listening 2.6: Powerful Questioning 2.7: Direct Communication 2.8: Creating Awareness 2.9: Designing Action 2.10: Planning and Goal Setting 2.11: Managing Progress and Accountability 2.12: Case Study Discussion & Role Plays **Unit 3: Process of Effective Communication & Questioning** 3.1: Non-verbal Communication 3.2: Paralinguistic Communication 3.3: Telephone Applications 3.4: Recognizing & Matching Client Energy 3.4.1: When Not To Match Energy 3.5: Active Listening	45	15

	3.6: Power Questioning 3.7: Summarizing, Clarifying, Paraphrasing 3.8: Role Plays & Group Discussion **Unit 4: Coaching Context & Coach - Client Relationship** 4.1: Coaching Context 4.1.1: Relationship Based 4.1.2: Client Centered 4.1.3: Goal Driven 4.2: Role of a Coach 4.3: Ideal Client 4.4: Formal Agreement 4.5: Accountability 4.6: Referrals **Books for Reference:** Coaching Skills for Leaders in the Workplace, How to Books Ltd, Jackie Arnold (2009) Life is Management : Coaching Extraordinary Performance from Everyone, Insomniac Press, Gary L. Ford (2013) Million Dollar Coaching, McGraw Hill, Alan Weiss (2011)		
3.13	**COACHING PSYCHOLOGY, THEORIES & TECHNIQUES** **Unit 1: Coaching Psychology & Process of Coaching** 1.1: Fundamentals of Coaching Psychology 1.1.1: What Is Coaching Psychology? 1.1.2: What Brings Clients to Coaching? 1.2: Why We All Need Coaching 1.3: The Process of Coaching 1.3.1: What Coaching Isn't: The Expert Approach 1.3.2: What Coaching Isn't: The Therapy Approach 1.4: Training to Be a Coach 1.4.1: Coaching Relationship Skills 1.4.2: Relationship: The Heart of Coaching 1.4.3: Establishing Trust and Rapport 1.4.4: Using Mindfulness in Coaching 1.4.5: Core Coaching Skills 1.4.5: Some Do's and Don'ts in Coaching 1.4.5: Qualities of Masterful Coaches **Unit 2: Coaching for Behaviour Change** 2.1: Coaching Behavior Change 2.1.1: Introduction to Behavior Change 2.1.2: Transtheoretical Model of Behavior Change 2.2: Stages of Change and Effective Coaching Skills for Each Stage 2.2.1: The Readiness to Change Quiz for Clients 2.2.2: Coaching Strategies for Stages of Readiness 2.2.3: Helping Clients Move through the Stages of Change 2.3: Decisional Balance 2.4: Self-Efficacy & Self Esteem 2.5: Operant Conditioning 2.6: Vision, Planning, and Goals 2.7: Coaching Timelines	**45**	**15**

Unit 3: Appreciative Inquiry in Coaching
3.1: The Five Basic Principles of Appreciative Inquiry
3.2: The 5-D Cycle of AI
3.3: Using Appreciative Inquiry in Coaching
3.4: Solving Problems the AI Way: A Strength-Based Approach
3.5: Making the Coaching Program Interesting
3.6: Using AI to Transform the Coaching Relationship
3.7: Motivational Interviewing and Appreciative Inquiry
3.8: Client Assessments

Unit 4: Conducting Coaching Sessions & Coach Development
4.1: Understanding and Recognizing
Generative Moments 4.1.1: Generative
Moments Engage Every Coaching Skill
4.1.2: Facilitating Generative Moments
4.1.3: Relational Flow in Generative
Moments 4.2: Conducting Coaching
Sessions
4.2.1: Step-by-Step Guidelines for the First Coaching Session
4.2.2: Step-by-Step Guidelines for Subsequent Coaching Sessions
4.2.3: What to Expect during the First 3 Months of Working with a
Client
4.2.4: Adapt Your Coaching Style to Client Learning Styles
4.2.5: Putting It All Together
4.2.6: Client Coaching Program Checklist
4.2.7: Coaching Program Feedback Survey
4.3: Coaching Presence
4.3.1: Understanding Coaching Presence
4.3.2: Coaching Presence as a Symphony of Strengths
4.3.3: The Presence That Generates Movement and Growth
4.3.4: The Being Skills of Coaching Presence
4.3.5: Conveying Coaching Presence
4.4: Self-Care and Professional Development
4.4.1: Personal Wellness Foundation Tool: Six Facets
4.4.2: Setting Strong Personal Standards and Boundaries
4.4.3: Steps to Enforcing Boundaries
4.4.4: Preventing Burnout
4.4.5: Professional Development
4.4.6: Participate in Additional Training Opportunities
4.4.7: Coaching Career Vision

Books for Reference:

Coaching Psychology: Meta-Theoretical Perspectives & Applications in Multi-cultural Contexts: Springer - Zyl, Stander & Odendaal (2016)

Coaching Skills for Leaders in the Workplace, How to Books Ltd, Jackie Arnold
(2009)

Life is Management : Coaching Extraordinary
Performance from Everyone, Insomniac Press, Gary L.

	Ford (2013)			
	Million Dollar Coaching, McGraw Hill, Alan Weiss (2011)			
	Coaching at Work, Jossey-Bass Publication, Matt Somers (2007)			
3.14	**ONLINE COACHING COURSE (INTERNATIONAL CERTIFICATION)** **Unit 1: Introduction to the Program** 1.1: Your Commitment to Self and Program 1.2: Working through Successful Graduation 1.3: Achievement Challenge Instructions & Time Line 1.4: Attendance of Weekly Teleclasses 1.5: Understanding the Student Area Navigation 1.6: Weekly Program Emails **Unit 2: Weekly Topics: Fundamentals of Coaching** 2.1: Week 1 Topic: Background to Coaching 2.2: Week 2 Topic: Barriers to Coaching 2.3: Week 3 Topic: Principles of Coaching 2.4: Week 4 Topic: Coaching Process and Structure 2.5: Week 5 Topic: Co-Creative Relationship 2.6: Week 6 Topic: Building Rapport (Skills Building) 2.7: Week 7 Topic: Listening (Skills Building) 2.8: Week 8 Topic: Asking Questions (Skills Building) 2.9: Week 9 Topic: Using Intuition **Unit 3: Weekly Topics: Coaching Skills** 3.1: Week 10 Topic: Enrolment Strategy 3.2: Week 11 Topic: Giving Feedback (Skills Building) 3.3: Week 12 Topic: Coachable Moments 3.4: Week 13 Topic: Choosing Beliefs 3.5: Week 14 Topic: Circle of Personal Perspective 3.6: Week 15 Topic: Specialty Niche' 3.7: Week 16 Topic: Coaching Career Transitions 3.8: Week 17 Topic: Assertiveness Coaching 3.9: Week 18 Topic: Coaching to Wellness **Unit 4: Weekly Topics: Coaching Process & Business Foundation** 4.1: Week 19 Topic: Personal Prose 4.2: Week 20 Topic: Time Management Coaching 4.3: Week 21 Topic: Coaching Emotional Intelligence 4.4: Week 22 Topic: Deletions/Distortions/Generalizations 4.5: Week 23 Topic: Selling Coaching - Become the Expert 4.6: Week 24 Topic: Coaching Groups 4.7: Week 25 Topic: Winding Things Up! 4.8: Week 25 Topic: Art and Science of Coaching Continued 4.9: Week 26 Topic: Art and Science of Coaching Continued **Books for reference :** Coaching Psychology Manual, Wellcoaches Corporation, Publisher: Wolters Kluwer, Lippincott Williams & Wilkins, Authors: Margaret	45	15

	Moore & Bob Tschannen-Moran (2010) Psychological Dimensions of Executive Coaching, McGrawHill Open University Press, Peter Bluckert (2006) Coaching: Butterworth-Heinemann - David Pardey (2007) Excellence in Coaching: The Industry Guide: 2nd Ed., KoganPage - Jonathan Passmore (2010)		
3.15	**COACHING PSYCHOLOGY IN MULTI-CULTURE CONTEXTS** **Unit 1: Fundamentals of Coaching Psychology in Multi-cultural Contexts** 1.1: Contextualising Coaching Psychology Within Multi-cultural Contexts 1.2: The Coach as a Fellow Human Companion 1.3: Coaching Supervision: Towards a Systemic Coaching Supervision Framework 1.4: Morality on the Executive's Couch: Ethical Perspectives on Coaching Psychology **Unit 2: Psychological Approaches Towards Coaching Psychology in Multicultural Contexts** 2.1: Exploring the Role of Psychological Ownership in the Coaching Process 2.2: Coaching and Consulting for Authentic Leadership: A Theoretical Foundation for an Evidence-Based Process Model 2.3: Appreciative Inquiry Coaching in a Multi-cultural Context 2.4: An Archetypal Approach to Coaching 2.5: Systemic Thinking and Transcultural Approaches in Coaching Psychology: Introducing a New Coaching Framework **Unit 3: Meta-theoretical Perspectives and Applications Within Multi-cultural Contexts** 3.1: The Coach as a Container in the Team Coaching Process 3.2: Relationship Among Emotional Intelligence, SOAR, and Team-Based Collaboration: Implications for a Strengths, Opportunities, Aspirations, and Results (SOAR) Based Approach to Coaching Psychology 3.3: Strength Coaching as an Enabler of Positive Athlete Outcomes in a Multicultural Sport Environment 3.4: Utilizing Symbolic Expressions, Art, Myths, Dreams and Fantasies in Coaching **Unit 4: Exploring Positive Psychology and Person- Centred Psychology in Multi-cultural Coaching & Future of Multi-Culture Coaching** 4.1: Application of Positive Psychology & Person-Centred Psychology 4.2: Training Emerging Psychologists as Multi-cultural Contextual Coaches 4.3: Enhancing Evidence-Based Coaching Practice by Developing a Coaching Relationship	**45**	**15**

	Competency Framework 4.4: The Future of Multi-cultural Coaching Psychology **Books for reference :** Life is Management : Coaching Extraordinary Performance from Everyone, Insomniac Press, Gary L. Ford (2013) Million Dollar Coaching, McGraw Hill, Alan Weiss (2011) Coaching at Work, Jossey-Bass Publication, Matt Somers (2007)			
3.16	**STRATEGIES TO IMPROVE HUMAN RELATIONS** **Unit 1: Fundamentals of Improving Human Relations** 1.1: Investment of Quality Time in Knowing Others Personally 1.2: Open Communication & Active Listening 1.3: Values, Beliefs & Perceptions 1.4: Mutual Respect 1.5: Trust 1.6: Mindfulness 1.7: Welcoming Diversity & Difference 1.8: Case Study Discussions, Group Discussions & Group wise Presentation on Fundamentals of Improving Human Relations **Unit 2: Improving Human Relations through Conversation Skills** 2.1: What effective communication is and how to develop this skill? 2.2: Nonverbal signals 2.3: Crucial Conversations 2.3.1: What is Crucial Conversation & How to Master it? 2.3.2: How to stay focused on what you really want? 2.3.3: Make it Safe 2.3.4: Master My Stories 2.3.4.1: Case Study Discussion & Role Plays on 'Master My Stories' **Unit 3: Improving Human Relations through Key Inter-Personal & Group Skills** 3.1: Influencing Skills 3.1.1: Case Study Discussion & Role Plays 3.2: Negotiation Skills 3.2.1: Case Study Discussion & Role Plays 3.3: Presentation Skills 3.3.1: Case Study Discussion & Role Plays 3.4: Public Speaking Skills 3.4.1: Formation of Groups, Group-wise Speech Topics & Practice of Public Speaking by Students while offering them inputs after each session **Unit 4: Human Relations & Leadership** 4.1: Knowing People: Personal Touch 4.2: Motivational Forces / Inspiration Driving Employee Performance 4.3: Self-Disclosure, Earning Employee Trust & Lead by Example 4.4: Clearly Communicating: Vision, Strategy &	**45**	**15**	

	Priorities 4.5: Leader as a Servant 4.6: Emotional Balance: Balance of Task & People Orientation 4.7: Development of Leaders & Careers of Employees 4.8: Mentoring & Coaching 4.9: Case Study Discussions on Effective Leadership with Human Relations Skills & study of Video & Films on Human Relations oriented Leadership **Books for reference :** Interpersonal Communication: Everyday Encounters: 8th Ed., Cengage Learning - Judith T. Wood (2016) A Servant Leader: How to Build a Creative Team, Develop Great Morale & Improve Bottom-line Performance: Crown Business - James A. Autry (2004) Servant Leadership: Answer Literatures - Oluwagbemiga Olowosoyo (2014) I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)		
3.17	**PERSONALITY & PSYCHOLOGY ASSESSMENT** **Unit 1. An Overview of Psychological Testing & Assessment** 1.1: Psychological Testing and Assessment Defined 1.1.1: Concept of Personality & Behaviour 1.1.2: Testing in Contrast to Assessment 1.2: Tools of Psychological Assessment 1.2.1: The Test 1.2.2: The Interview 1.2.3: The Portfolio 1.2.4: Case History Data 1.2.5: Behavioural Observation 1.2.6: Role Play Tests 1.2.7: Computers as Tools 1.2.8: Other Tools 1.3: How are Assessments Conducted? 1.4: Historical, Cultural, and Legal/Ethical Considerations **Unit 2. The Science of Psychological Measurement** 2.1: A Statistics Refresher 2.1.1: Scales of Measurement 2.2: Of Tests and Testing 2.3: Reliability 2.4: Validity 2.5: Utility 2.6: Test Development **Unit 3. The Assessment of Intelligence, Aptitude & Personality** 3.1: Intelligence and Its Measurement	**45**	**15**

| | | 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

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

Books for reference :

Encyclopedia of Psychological Assessment: 1st Ed, Vol. 1 & 2: New Delhi: Sage Publications - Fernandez-Ballestros, R. (2003)

Career development interventions in the 21st century: 3rd Ed., Upper Saddle River, NJ: Pearson Education - Niles, S. & Harris-Bowlsbey, J. (2009)

Counselling in Schools: New Delhi: Sage Publications Ltd - Bor, R., Jo Bbner-Landy, Gilli, S., & Brace, C. (2002).

Counselling Adolescents: New Delhi: Sage Publications - Geldard, K., & Geldard, D
.(2004)

Learning about learning disabilities: 4th Ed., Elsevier Academic press - Wong, B., & Butler,D.L. (2012)

Attention Deficit Hyperactivity Disorder Research Developments. Hauppauge, NY:Nova Science Publishers, Inc. - Larimer , M.P. (2005)

Dyslexia and Other Learning Difficulties: The Facts. Oxford, UK: Oxford University Press - Selikowitz, M. (1998)
Attention Deficit Hyperactivity Disorder. Bloomsbury Academic - O'Regan, J.F (2005) | | |
| 3.18 | **EXECUTIVE COACHING**
Unit 1: Fundamentals of Executive Coaching
1.1: What is Executive Coaching?
1.2: Role of the Professional Executive Coach
1.3: Executive Coaches are Different: Specific Skill Sets & Attitude
1.4: Executive Coach Competencies
1.5: Organizational Role Analysis & Calibration with Organization & Coachee

Unit 2: Types of Executive Coaching
2.1: High Potential Coaching
2.2: On Boarding Coaching
2.3: Leadership Development Coaching | 45 | 15 |

	2.4: Remedial Coaching 2.5: Targeted Coaching 2.6: Legacy Coaching 2.7: Group / Team Coaching 2.8: Career Progression Coaching (for Individual Coachee without Corporate Involvement) 2.9: Coaching Sr. Executives: Conflicts, Challenges & Techniques **Unit 3: Process & Structure of Executive Coaching** 3.1: Is Executive Coaching Right for You? 3.2: Choosing a Right Coachee 3.3: Choosing a Right Coach 3.4: Executive Coaching Check-List 3.5: Structure of Executive Coaching Session 3.6: Monitoring Results & Communication / Feedback Mechanism with Company & Coachee **Unit 4: Building Your Business of Executive Coaching** 4.1: Target Market: Finding clients best suited for you 4.2: Building & Marketing your Value 4.3: Harnessing the Power of Digital Media & Branding 4.4: Developing a Plan to Build & Market your Practice 4.5: Essential Building Blocks for your Executive Coaching Practice 4.6: Networking: Relationships & Referrals 4.7: Building your Infrastructure & Presence **Books for reference :** Guide to Successful Executive Coaching: ASTD - Mark David (2002) Excellence in Coaching: The Industry Guide: 2nd Ed., KoganPage - Jonathan Passmore (2010)		
3.19	**BUSINESS COACHING** **Unit 1: Fundamentals of Business Coaching** 1.1: What is Business Coaching? 1.2: Role of the Professional Business Coach 1.3: Business Coaches are Different: Specific Skill Sets & Attitude 1.4: Business Coach Competencies 1.5: Understanding Business Strategies & Business Environment **Unit 2: Develop Entrepreneurs Mind-Set** 2.1: How Entrepreneur Thinks? 2.1.1: Managing Inner World of Emotions & Thoughts 2.2: Assessing Entrepreneur's Needs 2.3: Presenting a Compelling Case 2.3.1: ROI & Beyond 2.4: Helping Entrepreneurs Recognize themselves: 'I did it my way isn't the best epitaph' 2.5: Coaching Entrepreneurs through their blind-spots 2.6: Coaching to help business Engage, Inform, Influence, Compete & Succeed **Unit 3: Process & Structure of Business Coaching**	45	15

	3.1: Is Business Coaching beneficial for You? 3.2: Choosing a Right Coachee 3.3: Choosing a Right Coach 3.4: Business Coaching Check-List 3.5: GROW Model (Goal, Reality, Options, What / When / By Whom / Will to Do it) 3.6: Developing Vision, Mission & Values using standard coaching methods 3.6.1: Coaching to transform Vision to workable Plans 3.7: Strategy Check 3.8: Working Style & Team Competency Check 3.9: Structure of Business Coaching Session 3.10: Monitoring Benefits, ROI, Growth, Profitability, Networking worth & Business-Life Balance **Unit 4: Building Your Business of Executive Coaching** 4.1: Target Market: Finding clients best suited for you 4.2: Building & Marketing your Value 4.3: Harnessing the Power of Digital Media & Branding 4.4: Developing a Plan to Build & Market your Practice 4.5: Essential Building Blocks for your Business Coaching Practice 4.6: Networking: Relationships & Referrals 4.7: Building your Infrastructure & Presence **Books for Reference:** Business Coaching: Capstone Publishing - Peter Shaw & Robin Linnecar (2007) The Business Coach: John Wiley - James S. Doyle (1999)		
3.20	**RELATIONSHIP COACHING** **Unit 1: Fundamentals of Relationship Coaching** 1.1: What is Relationship Coaching? 1.2: Role of the Professional Relationship Coach 1.3: Relationship Coaches are Different: Specific Skill Sets & Attitude 1.4: Relationship Coach Competencies 1.5: Understanding Dynamics of Human Relations, Generations & Specific Age Groups / Development Stages 1.6: Emotional Intelligence & Behavioural Intelligence 1.6.1: Transactional Analysis **Unit 2: Types of Relationship Coaching** 2.1: Parent - Child / Adolescent 2.2: Couple / Marital Coaching 2.3: Corporate Relationship Coaching 2.4. Team / Group Coaching on Relationship Aspect **Unit 3: Process & Structure of Relationship Coaching** 3.1: Coachiability Assessment 3.2: Involvement & Support from both parties 3.3: Relationship Coaching Check-lists 3.4: Values, Beliefs, Culture, Transparency & Trust Check 3.5: Process & Structure of Parent - Child / Adolescent Coaching		

	3.6: Process & Structure of Couple / Marital Coaching 3.7: Process & Structure of Corporate Relationship Coaching 3.8: Process & Structure of Group Coaching (on Relationship Aspect) 3.9: Monitoring Relationships & Auto Piloting it with Behavioural Techniques **Unit 4: Building Your Business of Relationship Coaching** 4.1: Target Market: Finding clients best suited for you 4.2: Building & Marketing your Value 4.3: Harnessing the Power of Digital Media & Branding 4.4: Developing a Plan to Build & Market your Practice 4.5: Essential Building Blocks for your Relationship Coaching Practice 4.6: Networking: Relationships & Referrals 4.7: Building your Infrastructure & Presence **Books for reference :** Personal Relationships: 3 Month Transformational Coaching Program Workbook: CreateSpace Independent Publishing - Nicole R. Locker (2013) A New Approach to Deeper Love, Less Conflict: LMFT - Timothy McCarthy (2015) Relationships: The School of Life Press (2016) The Art of Empathy - Sound True Publication - Karla McLaren (2013) White Paper on : Behaviour EQ: Emotional Intelligence & DISC: Tracom Group - Dr. Natalie Wolfson White Paper on : A Powerful Way to Understand People Using DISC Concepts: Personality Insights Inc. - Rober A. Rohm (2013) Working with Emotional Intelligence: Bloomsbury Publication- Daniel Goleman (1998) Games People Play: The Basic Handbook of TA: Eric Berne (1964) The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships : Jeanne Segal (2008) Don't Sweat the Small Stuff & its all small stuff: Hyperion Books - Richard Carlson (1997)		
3.21	**STRATEGIC HUMAN RESOURCE DEVELOPMENT** **Unit 1. The Role of Learning, Training & Development in**		

	Organizations 1.1: Defining the terms: Training, Education, Learning, Development, Coaching & Human Resource Development 1.2: The Human Resources Compass 1.3: HRD Roles 1.3.1: Fostering Ethical Culture 1.3.2: Socializing Employees 1.4: Today's Challenges in Training, Learning and Development 1.4.1: Case Study Discussion 1.5: Intellectual Capital	**45**	**15**

Unit 2. Strategy & Human Resource Development
2.1: The Case for HRD
2.2: HRD Strategy
2.3: The Problem with Strategy: Pitfalls
2.4: Strategic Analysis & Planning for HRD 2.5: The Balanced Scorecard

Unit 3. Learning Organization, Learning & Development: Need Identification & Planning
3.1: Definition & Characteristics of Learning Organization
3.2: The Knowledge Management Process
3.3: Identification of Learning, Training & Development Need
3.4: The Planning & Designing of Learning, Training & Development
3.4.1: Fundamentals of Adult Learning
3.4.2: The Adult Learner: Theory to Practice
3.5: Workplace Diversity & Training
3.6: Multilingual & Multi-culture HRD

Unit 4. Delivering Learning, Training & Development
4.1: External & Internal Trainers
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

Books for reference :

The Brave New World of Ehr: Human Resource Management in the Digital Age: Jossey-Bass Wiley - Gueutal & Stone (2005)

Corporate Planning & Strategic Human Resource Management: Nirali Prakashan - Ms. Radha Raj (2007)

The Future of Human Resource Management: John Wiley & Sons -

	Losey, Meisinger & Ulrich (2005)		
3.22	**PRACTICAL IN EXECUTIVE COACHING** **UNIT 1: Defining Process & Structure for Executive Coaching:** Students will be divided into two groups. Each group will have to discuss a defined process & structure of Executive Coaching & minute down their consensus on it (2 credit). **UNIT 2: Practicing the Executive Coaching / Conducting the Executive Coaching:** Each student then, need to identify & make a sample coaching agreement with min. one executive working in Industry / Corporate & have at least 10 coaching sessions with him / her during the semester. A coaching log in a defined format (signed by student & executive) will have to be maintained for all the coaching sessions (2 credit). **UNIT 3: Presenting the Coaching Experience & Learning's:** Each student will present his / her experience & learning in the class while maintaining all the confidentiality clauses & only sharing the generic information (which is agreed as sharable with the executive / client) & group to discuss on each other's learnings. The learning sharing will not involve any personal or case specific information about client but it will only involve structure related & student skill & experience related information (2 credit). **UNIT 4: Research Report Submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective coaching assignment. Then each student will submit his / her report on coaching log for all sessions, results of each session, coaching experience, learnings, benefits received by the executive, inputs for the future (for Student) & plan for further improvements in his / her (Student) coaching skills & techniques. Student will also add all the Theories of Executive Coaching & relate his / her practical experience with it to prepare a complete Research Report. Report to be submitted in hard as well as soft copy & will be submitted for semester end external evaluation (2 credit).	45	15
3.23	**PRACTICAL IN BUSINESS COACHING** **UNIT 1: Defining Process & Structure for Business Coaching:** Students will be divided into two groups. Each group will have to discuss a defined process & structure of Business Coaching & minute down their consensus on it (2 credit). **UNIT 2: Practicing the Business Coaching / Conducting the Business Coaching:** Each student then, need to identify & make a sample coaching agreement with min. one Entrepreneur & have at least 10 coaching sessions with him / her during the semester. A coaching log in a defined format (signed by student & entrepreneur) will have to be maintained for all the coaching sessions (2 credit).	45	15

	UNIT 3: Presenting the Coaching Experience & Learning's: Each student will present his / her experience & learning in the class while maintaining all the confidentiality clauses & only sharing the generic information (which is agreed as sharable with the entrepreneur / client) & group to discuss on each other's learnings. The learning sharing will not involve any personal or case specific information about entrepreneur / client but it will only involve structure related & student skill & experience related information (2 credit) **UNIT 4: Research Report Submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective coaching assignment. Then each student will submit his / her report on coaching log for all sessions, results of each session, coaching experience, learnings, benefits received by the entrepreneur, inputs for the future (for Student) & plan for further improvements in his / her (Student) coaching skills & techniques. Student will also add all the Theories of Business Coaching & relate his / her practical experience with it to prepare a complete Research Report. Report to be submitted in hard as well as soft copy & will be submitted for semester end external evaluation (2 credit).		
3.24	**PRACTICAL IN RELATIONSHIP COACHING** **UNIT 1: Defining Process & Structure for Relationship Coaching:** Students will be divided into two groups. Each group will have to discuss a defined process & structure of Relationship Coaching for 3 Types: a) Parent - Child, b) Couple / Marital & c) Corporate Relationship & minute down their consensus on it (2 credit). **UNIT 2: Practicing the Relationship Coaching / Conducting the Relationship Coaching:** Each student then, need to identify & make a sample coaching agreement with min. one of the Relationship Types (either Parent - Child / Couple / Corporate Relationship) & have at least 10 coaching sessions with him / her during the semester. A coaching log in a defined format (signed by student & coachee) will have to be maintained for all the coaching sessions (2 credit). **UNIT 3: Presenting the Coaching Experience & Learning's:** Each student will present his / her experience & learning in the class while maintaining all the confidentiality clauses & only sharing the generic information (which is agreed as sharable with the coachee / client) & group to discuss on each other's learnings. The learning sharing will not involve any personal or case specific information about client but it will only involve structure related & student skill & experience related information (2 credit). **UNIT 4: Research Report Submission:** After the presentation by each student & group feedback / discussion, class will conclude on the most effective coaching assignment. Then each student will	**45**	**15**

	submit his / her report on coaching log for all sessions, results of each session, coaching experience, learnings, benefits received by the entrepreneur, inputs for the future (for Student) & plan for further improvements in his / her (Student) coaching skills & techniques. Student will also add all the Theories of Relationship Coaching & relate his / her practical experience with it to prepare a complete Research Report. Report to be submitted in hard as well as soft copy & will be submitted for semester end external evaluation (2 credit).		
3.25	**PRACTICAL IN LEARNING & DEVELOPMENT** **UNIT 1: 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 Field Work Assignment on Learning & Development & then, get confirmation on appointments. Each student to keep a log of such a visits in a prescribed format (2 credits). **UNIT 2: Interaction with the Company:** Visit Company for interactions & have various detailed discussion with the Manager in Learning & Development to understand their strategy, planning, processes & methods of Training & Development. 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 (2 credits). **UNIT 3: Participation in Live Training & Development Event of the Company:** Student to work along with the Learning & Development Department Executives within the company & assist them in one of their live training & development programs (which can be either within the company premises or outside the company premises). This exposure should give a hands-on exposure to the student with the learning of industry's latest practices & knowledge of nuances of learning & development functions' management. **UNIT 4: Research Report Submission:** After the completion of all the meeting with the company & attending at least one live training / development program, student to submit a research report on Learning & Development: Strategy, Planning, Process & Methods along with his / her practical experiences. Student will also add all the Theories of Strategic Human Resource Development & relate his / her practical experience with it to prepare a complete Research Report. Report to be submitted in hard as well as soft copy & will be submitted for semester end external evaluation (2 credit).	**45**	**15**
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	**45**	**15**

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
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 Animals4.5: Ethical Dilemmas of Future & Global Issues **Books for reference :** Ethics & Professionalism: University of Pennsylvania Press (1988) Decision Making: Its Logic & Practice: Rownan & Littlefield Publishers Inc - John Mullen & Byron Roth (1991) The Three Secrets of Wise Decision Making: Single Reef Press - Berry F. Anderson (2002) Effective Decision Making: eBook - Edoardo Binda Zane (2016) Thinking: Edge Foundation Inc. - John Brochman (2013) A Textbook on Professional Ethics & Human Values: New age International - R.S. Naagarazan (2006)		
4.27	**ENTREPRENEURSHIP, BUSINESS ACUMEN & BUSINESS PLANNING** **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 Product / Solution 1.3.4: How does your customer Acquire your Product / Solution 1.3.5: How & from Where your Acquire Resources & Finance 1.3.6: How do you make Money from your product / solution 1.3.7: How	45	15

	& Where do you Design & Build your Product / Solution 1.3.8: How do you Manage your Business Processes & People 1.3.9: How do you Scale your Business 1.4: Five things to take care of / to give more importance to 1.4.1: Knowing & Dealing with Contracts & Laws 1.4.2: Dealing with Vendors, Key Customers & Business Partners with long term objective 1.4.3: Developing Team & Retaining Key Talent 1.4.4: Dealing with Collections, Cash Flow & Profitability 1.4.5: Continuous Scanning of Market & Leading Change / Transformation Management **Unit 2: Business Acumen** 2.1: What is Business Acumen 2.2: Five Drivers of Business Acumen (To be taught along with Case Study) 2.2.1: Driver: Cash 2.2.1.1: Accounts Payable & Receivable 2.2.1.2: Cash Conversion Cycle 2.2.1.3: Free Cash Flow 2.2.1.4: Weighted Average Cost of Capital 2.2.2: Driver: Profit 2.2.2.1: Top Line 2.2.2.2: COGS 2.2.2.3: SG&A 2.2.2.4: EBIT & EBITDA 2.2.2.5: Bottom Line 2.2.3: Driver: Assets 2.2.3.1: Asset Strength & Utilization 2.2.3.2: Liquidity 2.2.3.3: RoA & RoE 2.2.4: Driver: Growth 2.2.4.1: Organic vs. Inorganic Growth 2.2.4.2: Guidance 2.2.5: Driver: People 2.2.5.1: Engagement 2.2.5.2: Talent Management 2.2.5.3: Training, Developing, Coaching & Mentoring 2.2.5.4: Job Rotation 2.2.5.5: Group Case Studies & Simulation **Unit 3: Simplifying the Financials (To be taught along with Case Study)** 3.1: Income Statement 3.2: Balance Sheet 3.3: Statement of Cash Flows 3.4: Annual and other periodic reports **Unit 4: Business Planning (To be taught along with Case Study)** 4.1: What is a Business Plan & Why write a Business Plan 4.2: How to Prepare a Detailed Business Plan 4.2.1: A brief statement of your objectives. 4.2.2: Your assessment of the market you plan to enter. 4.2.3: The skill, experience and finance you will bring to it.		

	4.2.4: The particular benefits of the product or service to your customers. 4.2.5: How you will set up the business. 4.2.6: The longer-term view. 4.2.7: Your financial targets. 4.2.8: The money you are asking for and how it will be used. 4.2.9: Appendices to back up previous statements, including especially the cash flow and other financial projections. 4.2.10: History of the business (where applicable). 4.3: How to Prepare a 5 Point Concise Business Plan 4.3.1: The Strategic Plan: Forming the Heart of Your Story. 4.3.2: The Operational Plan: Bringing Your Plan to Life. 4.3.3: The Organizational Plan: Defining Your Company Structure. 4.3.4: The Resources Plan: Analysing the Support You Need to Put Your Plan Into Action 4.3.5: The Contingency Plan: Taking Evasive Action in a Crisis Situation 4.4: Selling your Business Plan		
4.28	**GROUP COACHING THEORIES & TECHNIQUES** **Unit 1: Introduction to Group Coaching** 1.1: What is Group Coaching 1.1.1: Group vs. Individual Coaching 1.2: Goals, Functions and Definitions of: Group Guidance, Group Counselling, Group Therapy & Group Coaching 1.3: Types of Groups 1.4: The Foundation of Group Coaching 1.4.1: The Essentials of Adult Learning 1.5: Benefits of Group Coaching 1.6: Business Case for Group Coaching **Unit 2: Theoretical Approaches to Group Counselling & Coaching** 2.1: Using NLP in Group Coaching 2.2: Psychodynamic 2.3: The Jungian Perspective 2.4: Adlerian Group work 2.5: The Person-centered Approach 2.6: Gestalt Therapy in Groups 2.7: Psychodrama 2.8: Transactional Analysis 2.9: Behavioral Therapy in Groups 2.10: Coaching Dysfunctional Groups **Unit 3: Coaching Skills for the Group Coaching** 3.1: Common Skills: Listening, Paraphrasing, Questioning & Summerizing 3.2: Coordinating, Linking & Monitoring 3.3: Self Disclosure	**45**	**15**

3.4: Clarifying 3.5: Interpreting 3.6: Confronting 3.7: Showing Support 3.8: Reflecting Feelings 3.9: Activating 3.10: Ensuring a Safe Environment 3.11: NLP Skills & Techniques to be used in Group Coaching 3.12: Case Study Discussion & Role Plays on Coaching Skills in the Group **Unit 4: Practice of Group Coaching** 4.1: Setting-up a Group 4.1.1: Leadership & Leadership Styles 4.1.2: Practical Planning 4.2: Stages in Group Life 4.2.1: Orientation 4.2.2: Conflict 4.2.3: Cohesion 4.3: Group Dynamics & Group Directive 4.3.1: Various Issues, Defense Mechanisms & Problem Situations in Groups 4.3.2: Case Study Discussions & Study of Videos 4.4: Group Coaching Process / Blueprint 4.4.1: GROW Process 4.4.2: Boundaries of the Group: Managing Beginning, Middle & Endings 4.5: Creative Group Coaching 4.5.1: Use of NLP Techniques to connect with each segment of the group 4.5.2: Variety in Coaching Style 4.6: Group Coaching Techniques for Specific Groups 4.6.1: Children, 4.6.2: Adolescents, 4.6.3: Couples, 4.6.4: Divorce Groups 4.6.5: Older Clients, 4.6.6: Addiction Groups 4.6.7: Case Study Discussion on each type of Specific Group 4.7: When to refer client to qualified Psychologist / Psychotherapist / Psychiatrist? 4.8: How to Develop your own Group Coaching Program 4.8.1: How to do Marketing for your Group Coaching Program 4.9: Measuring Results **Books for Reference:** Being Coached: Group & Team Coaching from the Inside: Magus Group LLC - Ann Deaton & Holly Williams (2014) Group & Team Coaching: The Essential Guide: Essential Coaching Skills & Knowledge - Christine Thorton (2010) Groups Process and Practice: 7th Ed., Thomson: Brooks/Cole - Corey, M.S., Corey, Gerald (2006) Approaches to Group Work: A Handbook for Practitioners. London: Prentice Hall -Capuzzi, Dave (2002).			

	Intentional group counselling: A micro skill approach. Belmont CA: Wadsworth - Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001) The theory and practice of group therapy (4th Ed). New York: Basic books - Yalom, LD (1995) Counselling Skills & Theory: 3rd Ed., Hodder Education - Margaret Hough (2010)		
4.29	**BALANCED SCORE CARD & BUSINESS STRATEGY** **Unit 1. Foundation of Balanced Score Card** 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 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 **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 **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 **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	**45**	**15**

	4.5: Measurement 4.6: Feedback 4.7: Appraisals linked to Results 4.8: Case Study Discussion **Books for reference :** 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) Alignment: Using the Balanced Scorecard to Create Corporate Synergies: HBR Press - Robert S. Kaplan & David P. Norton (2006) 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) Balanced Scorecard: Step-by-Step for Government & Non-profit Agencies: 2nd Ed., John Wiley & Sons - Paul R. Niven (2008)		
4.30	**MARITAL & COUPLES COACHING & THERAPY** **Unit 1. Basic framework & Models of Marital & Couple Therapy & Coaching** 1.1: A Framework for the Comparative Study of Marital & Couple Therapy: History, Models, and Applications 1.2: Models of Couple Therapy 1.2.1: Behavioral Approaches 1.2.1.1: Cognitive-Behavioral Couple Therapy 1.2.1.2: Integrative Behavioral Couple Therapy 1.2.2: Humanistic-Existential Approaches 1.2.2.1: Emotionally Focused Couple Therapy 1.2.2.2: Gottman Method Couple Therapy 1.2.3: Psychodynamic and Transgenerational Approaches 1.2.3.1: Object Relations Couple Therapy 1.2.3.2: Transgenerational Couple Therapy 1.2.4: Social Constructionist Approaches 1.2.4.1: Narrative Couple Therapy 1.2.4.2: Solution-Focused Couple Therapy 1.2.5: Systemic Approaches 1.2.5.1: Brief Strategic Couple Therapy 1.2.5.2: Structural Couple Therapy 1.2.6: Integrative Approaches 1.2.6.1: Affective-Reconstructive Couple Therapy: Developmental Approach 1.2.6.2: Integrative Couple Therapy: A Depth-Behavioral Approach 1.3: Basic Techniques of Couples Therapy 1.4: Process of Marital & Couples Coaching 1.5: Techniques of Marital & Couples Coaching 1.6: Application of Emotional Intelligence, Behavioural Intelligence & NLP in Marital & Couples Coaching 1.6.1: Case Study Discussion **Unit 2: Applications of Couple Therapy:** 2.1: Couple Therapy and the Treatment of Affairs	**45**	**15**

	2.2: Separation and Divorce Issues in Couple Therapy 2.3: Couple Therapy and Physical Aggression 2.4: Couple Therapy with Remarried Partners 2.5: Couple Therapy for Alcoholism and Drug Abuse 2.6: Couple Therapy and the Treatment of Depression 2.7: Therapy and the Treatment of Borderline Personality and Related Disorders 2.8: Couple Therapy and the Treatment of Sexual Dysfunction 2.9: Couple Therapy and Medical Issues: Working with Couples Facing Illness **Unit 3: Applications of Couple Coaching:** 3.1: Couple Coaching for Relationship Enhancement 3.2: Couple Coaching for Improving Communication & Connection 3.3: Couple Coaching for Life Goals & Collaboration 3.4: Couple Coaching for Love & Happiness 3.5: When to refer the Client to qualified & practicing Psychotherapist or Psychiatrist? **Unit 4: Couple Therapy in Broader Context** 4.1: Gender Issues in the Practice of Couple Therapy 4.2: Gay and Lesbian Couples in Therapy: Minority Stress, Relational Ambiguity, and Families of Choice 4.3: Inter-Religion & Inter-Cultural Couples Therapy 4.4: Legal Issues in Marital & Couples Therapy **Books for reference :** Attachment Processes in Couple and Family Therapy: NY: The Guilford Press -Johnson, S.M. & Whiffen, V.E. (2003) Ethics and Professional Issues in Couple and Family Therapy: NY: Routledge -Hecker, L. (2010) The Family Therapy Treatment Planner: NY: John Wiley - Jongsma, A. & Dattilio, F. (2000) Becoming an Emotionally Focused Therapist: New York: Taylor & Francis - Johnson, S.M. (2005) Inside Family Therapy: A Case Study in Family Healing: 2nd Ed., Boston, MA; Pearson: Allyn and Bacon - Nichols, M.P. (2009) Theory and Practice of Counseling and Psychotherapy: Californa: Thomson Brooks -Corey, G (2009)		
4.31	**BUSINESS & CORPORATE COMMUNICATION SKILLS** **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	45	15

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

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
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

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

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 **Books for Reference:** Communicating: A Social, Career & Cultural Focus: 12th Ed., Pearson - Berko, Wolvin A., Wolvin D., Aitken (2008) Business & Professional Communication: 2nd Ed., Pearson - Steven Beebe & Timothy Mottet (2013) The Art of Communicating: Harper One - Thick Nhat Hanh (2013) Listening & Human Communication in the 21st Century: Wiley Blackwell - Andrew D. Wolvin (2010)		
4.32	**BRANDING YOURSELF @ DIGITAL MEDIA** **Unit 1. Self Promotion & Personal Branding** 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? 1.2: Personal Branding 1.2.1: What Is Personal Branding? 1.2.2: Go Brand Yourself 1.2.3: How to Build Your Brand 1.2.4: The Five Universal Objectives of Personal Branding 1.2.4.1: Discover Your Passion 1.2.4.2: Be Bold. (It's Okay to Talk About Yourself) 1.2.4.3: Tell Your Story. (Your Story Is What Makes You Special) 1.2.4.4: Create Relationships 1.2.4.5: Take Action (Even a Small Step Is a Step Forward) 1.3: The Basics of Building Your Personal Brand 1.4: Strategic Brand Identity Analysis 1.5: Your Brand Identity & Brand Statement **Unit 2: Personal Branding Through Digital Media** 2.1: Blogging 2.2: LinkedIn 2.3: Twitter 2.4: Facebook 2.5: Sharing Videos & Photos 2.5.1: YouTube 2.5.2: Vimeo 2.5.3: Instagram 2.5.4: Video Do's and Don'ts	**45**	**15**

	2.6: Other Digital Media Platforms 2.8: SEO **Unit 3. Launching & Measuring Your Brand** 3.1: Personal Brand Campaign 3.1.1: Model Case Studies 3.2. Unique Ways to Launch Your Branding Campaign 3.3: Measuring Success 3.3.1: Google Analytics 3.3.2: Nine Tools to Use for Measurement 3.4: How to Network **Unit 4. Advance Level Personal Branding & It's Application** 4.1: Public Speaking 4.1.1: Toastmasters 4.1.2: Industry & Civic Groups 4.1.3: Conferences 4.2: Getting Published: An Author 4.3: PR Campaign 4.3.1: Professional Assistance 4.4: Application of Personal Branding: Dream Job / Business 4.5: Acting as a Professional **Books for reference:** Selling Yourself to Others: The New Psychology of Sales: Pelican Publishing - Kevin Hogan & William Horton (2002) The Art of Digital Marketing: Wiley - Ian Dodson (2016) Managing Brand You: 7 Steps to Creating Your Most Successful Self: AMACOM -Jerry Wilson & Ira Blumenthal (2008)		
4.33	**INNOVATION & ENTREPRENEURSHIP** **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 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	**45**	**15**

Corning Gorilla Glass 1.2.2.2.2: 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

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

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
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. **Books for reference :** 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) Entrepreneurship: A Very Short Introduction: Oxford - Paul Westhead & Mike Wright (2013)		
4.34	**CHILD & ADOLESCENT COACHING** **Unit 1: Introduction to & Key Aspects of Child & Adolescent Counselling** 1.1: Historical & Contextual Trends in Counselling Children & Adolescents 1.2: Counselling needs of Children and Adolescents 1.3: Legal & Ethical Issues in Counselling Children & Adolescents 1.4: Culturally Responsive Counselling 1.5: Attachment, Trauma & Repair from Infant to Adolescent Development: Counselling Implications from Neurobiology 1.6: Characteristics of Child and Adolescent counsellor **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: Counselling Practice: Specifics for Child & Adolescent Counselling** 3.1: Counselling with Very Young Children (Age: Up to 4) & their Families 3.2: Counselling with Young Children (Age: 5 - 8) & their Families	45	15

	3.3: Counselling with Older Children (Age: 9 - 11) 3.4: Counselling with Young Adolescents (Age: 12 - 14) 3.5: Counselling with Older Adolescents (Age: 15 - 19) 3.6: Counselling Emerging Adults (Age: 18 - 21) **Unit 4: Some Challenging Contexts** 4.1: Working with Child Abuse & Neglect 4.2: Working with Children & Adolescent with Disabilities & Healthcare Needs 4.3: Working with Suicidal Adolescents 4.4: Special Needs Children including intellectually different students (the gifted and the mentally handicapped) 4.5: Specific Issues in Specific Education Settings **Books for reference :** Counselling Children & Adolescents in Schools: Sage Publications - Hess, Magnuson & Beeler (2012) Counselling Children: A Practical Introduction: 3rd Ed., Sage Publications - Kathryn Geldard & David Geldard (2008) Adolescent Counselling Psychology: Theory, Research & Practice: Routledge -Terry Hanley & Neil Humphrey (2013)		
4.35	**SUCCESSION PLANNING & MANAGEMENT** **Unit 1: Fundamentals of Succession Planning & Management (SP&M)** 1.1: Defining Succession Planning and Management (SP&M) 1.1.1: Distinguishing SP&M from Replacement Planning, Workforce Planning, Talent Management and Human Capital Management 1.2: Making the Business Case for Succession Planning and Management 1.2.1: Case Study on succession Planning 1.2.2: Reasons for a Succession Planning and Management Program 1.2.3: Reasons to Launch Succession Planning and Management Depending on Global Location 1.2.4: 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 **Unit 2: Preparation for SP&M Program** 2.1: Key Characteristics of Effective SP&M Program 2.1.1: Common Mistakes and Missteps to Avoid 2.1.2: Case Study in failure of SP&M Program 2.2: Life cycle of SP&M	45	15

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

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

Unit 4: Operating and Evaluating an SP&M Program
4.1: Developing Internal Successors
4.1.1: Testing Bench Strength
4.1.2: Formulating Internal Promotion Policy
4.1.3: Preparing & Evaluating Individual Development Plans
4.1.4: Developing Successors Internally
4.1.5: The Role of Leadership Development Programs
4.1.6: The Role of Coaching

	4.1.6.1: Case Study in Executive Coaching 4.1.7: The Role of Mentoring 4.2: Assessing Alternatives to Internal Development 4.2.1: The Need to Manage for ''Getting the Work Done'' Rather than ''Managing Succession'' 4.2.2: Innovative Approaches 4.3: Integrating Recruitment with Succession Planning 4.3.1: What Is Recruitment and What Is Selection? 4.3.2: When Should Recruitment Be Used to Source Talent? 4.3.3: Internal Versus External Recruitment: Integrating Job Posting with Succession Planning 4.3.4: Recruiting Talented People from Outside 4.3.5: Innovative Recruitment Approaches to Attract High Potentials 4.4: Integrating Retention with Succession Planning 4.4.1: What Is Retention and Why Is It Important? 4.4.2: Who Should Be Retained? 4.4.3: What Common Misconceptions Exist in Managing Retention Issues? 4.4.4: Using a Systematic Approach to Increase the Retention of Talented People 4.5: Using Technology to Support SP&M Programs 4.5.1: Online and High-Tech Methods 4.6: Evaluating SP&M Programs 4.6.1: What Metrics Should Be Used to Evaluate SP&M Programs? 4.6.2: What Should Be Evaluated? 4.6.3: How Should Evaluation Be Conducted? 4.6.4: How Can SP&M Be Evaluated with the Balanced Scorecard and HR Dashboards? **Books for reference :** 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)		
4.36	**PROJECT WORK IN EXECUTIVE COACHING BUSINESS PLANNING & PRACTICE** **UNIT 1: To prepare a format of the Project Report, Survey Questionnaires & Business Plan:** Discuss within the Group on the contents and flow of the Project Report along with the work to be done & after consensus, get it validated from Faculty member. **UNIT 2: Market Analysis & Target Market Identification:** Through a detailed survey, understand the Executive Coaching business potential in the target market & decide on exact target segment on which student will be focusing on during his / her coaching practice. Conduct survey on existing Executive Coaches & their practice & business in the target market. Understand the major high potential customer segments in the target market & make plan for networking & relationship building. Arrive at	45	15

	Target Market Potential & make an exact Plan to connect to the target market. This phase is about entire Marketing Planning of the Coaching Business Venture including the Digital Media & Personal Branding Promotional Planning. **UNIT 3: Financial & Operations Planning:** As per the check-list & formats provided, make a detailed plan on initial investment required & working capital required to launch a coaching practice & identify sources of funds & its cost. Make expenses & business projections & calculate projected ROI & Profitability (along with other financial indicators as given in the check-list) of the venture. Plan for Resources, Space & Operations Presence. **UNIT 4: Contingency Planning & Final Project Report:** Student to make Contingency Planning by running a risk probability model. Also, student to make personal SWOT & Action Plan thereof, along with identification of possible support areas during their start-up period. A Final Project Report has to be a detailed Business Plan for the Coaching Practice.		
4.37	**PROJECT WORK IN BUSINESS COACHING BUSINESS PLANNING & PRACTICE** **UNIT 1: To prepare a format of the Project Report, Survey Questionnaires & Business Plan:** Discuss within the Group on the contents and flow of the Project Report along with the work to be done & after consensus, get it validated from Faculty member. **UNIT 2: Market Analysis & Target Market Identification:** Through a detailed survey, understand the Business Coaching business potential in the target market & decide on exact target segment on which student will be focusing on during his / her coaching practice. Conduct survey on existing Business Coaches & their practice & business in the target market. Understand the major high potential customer segments in the target market & make plan for networking & relationship building. Arrive at Target Market Potential & make an exact Plan to connect to the target market. This phase is about entire Marketing Planning of the Coaching Business Venture including the Digital Media & Personal Branding Promotional Planning. **UNIT 3: Financial & Operations Planning:** As per the check-list & formats provided, make a detailed plan on initial investment required & working capital required to launch a coaching practice & identify sources of funds & its cost. Make expenses & business projections & calculate projected ROI & Profitability (along with other financial indicators as given in the check-list) of the venture. Plan for Resources, Space & Operations Presence. **UNIT 4: Contingency Planning & Final Project Report:** Student to make Contingency Planning by running a risk probability model. Also, student to make personal SWOT & Action Plan thereof, along with identification of possible support areas during their start-up period. A Final Project Report has to be a detailed Business Plan for the Coaching Practice.	**45**	**15**

4.38	**PROJECT WORK IN RELATIONSHIP COACHING BUSINESS PLANNING & PRACTICE**		
	UNIT 1: To prepare a format of the Project Report, Survey Questionnaires & Business Plan: Discuss within the Group on the contents and flow of the Project Report along with the work to be done & after consensus, get it validated from Faculty member.	**45**	**15**
	UNIT 2: Market Analysis & Target Market Identification: Through a detailed survey, understand the Relationship Coaching business potential in the target market & decide on exact target segment on which student will be focusing on during his / her coaching practice. Conduct survey on existing Relationship Coaches & their practice & business in the target market. Understand the major high potential customer segments in the target market & make plan for networking & relationship building. Arrive at Target Market Potential & make an exact Plan to connect to the target market. This phase is about entire Marketing Planning of the Coaching Business Venture including the Digital Media & Personal Branding Promotional Planning.		
	UNIT 3: Financial & Operations Planning: As per the check-list & formats provided, make a detailed plan on initial investment required & working capital required to launch a coaching practice & identify sources of funds & its cost. Make expenses & business projections & calculate projected ROI & Profitability (along with other financial indicators as given in the check-list) of the venture. Plan for Resources, Space & Operations Presence.		
	UNIT 4: Contingency Planning & Final Project Report: Student to make Contingency Planning by running a risk probability model. Also, student to make personal SWOT & Action Plan thereof, along with identification of possible support areas during their start-up period. A Final Project Report has to be a detailed Business Plan for the Coaching Practice.		
4.39	**PROJECT WORK IN 'LEARNING & DEVELOPMENT' BUSINESS PLANNING & PRACTICE**		
	UNIT 1: To prepare a format of the Project Report, Survey Questionnaires & Business Plan: Discuss within the Group on the contents and flow of the Project Report along with the work to be done & after consensus, get it validated from Faculty member.		
	UNIT 2: Market Analysis & Target Market Identification: Through a detailed survey, understand the Training, Development, Experiential Learning, Counselling & Coaching business potential in the target market & decide on exact target segment on which student will be focusing on during his / her coaching practice. Conduct survey on existing similar businesses in the target market. Understand the major high potential customer segments in the target market & make plan for		

	networking & relationship building. Arrive at Target Market Potential & make an exact Plan to connect to the target market. This phase is about entire Marketing Planning of the complete solution of Training, Development, Experiential Learning, Counselling & Coaching Business Venture including the Digital Media & Branding for Self & Company's Promotion. **UNIT 3: Financial & Operations Planning:** As per the check-list & formats provided, make a detailed plan on initial investment required & working capital required to launch subject practice & identify sources of funds & its cost. Make expenses & business projections & calculate projected ROI & Profitability (along with other financial indicators as given in the check-list) of the venture. Plan for Resources, Space & Operations Presence. **UNIT 4: Contingency Planning & Final Project Report:** Student to make Contingency Planning by running a risk probability model. Also, student to make personal SWOT & Action Plan thereof, along with identification of possible support areas during their start-up period. A Final Project Report has to be a detailed Business Plan for the subject business venture.		

PASSING STANDARD AND PERFORMANCE GRADING :

1) The minimum percentage required for passing will be 50% in each paper.
2) Evaluation: 60% periodic evaluation, 40% semester end examination

The PERFORMANCE GRADING of the learners shall be on the ten point scale be adopted uniformly for all courses.

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 = $\sum CG$ / $\sum C$ 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 = $\sum CG$ / $\sum C$ for all semesters taken together.

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

     Passing 50% in each subject or Course separately in Progressive Evaluation or (PE)/Internal Evaluation and Semester-End/Final Evaluation(FE) examination taken separately. i.e.(Internal and External Examinations are taken separately).

R. _____
     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 and passing is separately in compoent).

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.

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 /s he shall be entitled for grade obtained by him/her on passing.

R. _____   ALLOWED TO KEEP TERMS (ATKT)

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

B learner shall be allowed to keep term for Semester III wherever applicable if
He/she passes each of semester I and semester II
<div align="center">OR</div>
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.

C.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
<div align="center">OR</div>
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, Semester III.

D. 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
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.

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

Architect of the Course

Theory Subjects
  Industry training: Industry Project work for a duration of six months(24Credits).
  Each Semester is15 weeks
  Project: Semester VI

1 Credit =15 Theory hours or 30 Practicals or 45 Project hours.