

AC 11/5/2017
Item No.

UNIVERSITY OF MUMBAI



Syllabus for Approval

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

Date: 11/5/2017

Signature:

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

**UNIVERSITY OF MUMBAI'S
GARWARE INSTITUTE OF CAREER EDUCATION & DEVELOPMENT**



M. In Emotional Intelligence & Human Relations

Proposed syllabus

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

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

UNIVERSITY OF MUMBAI
GARWARE INSTITUTE OF CAREER EDUCATION & DEVELOPMENT
Ordinances, Regulations and Syllabus Relating to

M. In Emotional Intelligence & Human Relations

(TWO YEAR FULL-TIME COURSE)

Objectives and Learning Outcome

1. To be Emotionally Intelligent Human Beings enabling to manage & respond to self & others' emotions & develop skills of Self Awareness, Self Management, Self Motivation, Empathy & Social Relations.
2. To understand Human Psychology influencing Human Behaviour & to develop valuable relations with other people, by understanding underlining principles of Human Relations.
3. To understand fundamentals of & get exposed to current industry practices in Corporate & Business Strategy, Corporate & Business Communication, Marketing, Human Resources, Digital / Social Media & Branding & relate the with Emotional Intelligence, Behavioural Intelligence & Human Relations and apply those in their professional life.
4. To develop Professional, Entrepreneurship, Decision Making, Business, Communication, Team Work, Consultancy Skills & People Skills enabling him / her to apply them in any corporate job or at his / her own business.

SEMESTER- WISE SYLLABUS:

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

Master In Emotional Intelligence & Human Relations – Duration Two Years

	Subject Code	Core Subject	Assessment Pattern			Teaching Hours			
			Internal Marks 60	External Marks 40	Total Marks 100	Theory Hours	Practical Hours	Total Hours	Total Credits
SEMESTER- III		Topics							
	3.12	FUNDAMENTALS OF HUMAN RELATIONS	60	40	100	60	-	60	4
	3.13	STRATEGIES TO IMPROVE HUMAN RELATIONS	60	40	100	60	-	60	4
	3.14	PERSONALITY & PSYCHOLOGY ASSESSMENT	60	40	100	60	-	60	4
	3.15	STRATEGIC HUMAN RESOURCE DEVELOPMENT	60	40	100	60	-	60	4
	3.16	CORPORATE REPUTATION & CORPORATE BRANDING	60	40	100	60	-	60	4
	3.17	BRANDING YOURSELF @ DIGITAL MEDIA	60	40	100	60	-	60	4
	3.18	COUNSULTATION TECHNIQUES FOR COMMON LIFE PROBLEMS	60	40	100	60	-	60	4
	3.19	EMPLOYEE ENGAGEMENT	60	40	100	60	-	60	4
	3.20	BALANCED SCORE CARD & BUSINESS STRATEGY	60	40	100	60		60	4
	3.21	STRATEGIC MARKETING: APPLICATION OF NLP & EI	100	-	100	60		60	4
	3.22	PRACTICAL/ FIELD WORK: PRACTICAL IN PERSONALITY, INTELLIGENCE & APTITUDE ASSESSMENT	100		100	15 weeks			4
	3.23	PRACTICAL/ FIELD WORK: PRACTICAL IN EMPLOYEE ENGAGEMENT	100		100	15 weeks			4
	3.24	PRACTICAL/ FIELD WORK: PRACTICAL IN CORPORATE & BUSINESS STRATEGY	100		100	15 weeks			4
	3.25	PRACTICAL/ FIELD WORK: PRACTICAL IN CORPORATE COMMUNICATION & BRANDING	100		100	15 weeks			4
		Total			1400	600+ 60 weeks			56
SEMESTER- IV	4.26	DECISION MAKING, PROFESSIONALISM & ETHICS	60	40	100	60		60	4
	4.27	ENTREPRENEURSHIP, BUSINESS ACUMEN & BUSINESS PLANNING	60	40	100	60	-	60	4
	4.28	CHILD & ADOLESCENT CONSULTING	60	40	100	60	-	60	4

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

SUBJECT-WISE SYLLABUS

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

- 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

Reference Books:

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)

The Brain and Emotional Intelligence: New Insights :Daniel Goleman HBR's 10 Must Reads on Emotional Intelligence (2015)

1.2 **NEURO LINGUISTIC PROCESSES & EMOTIONAL INTELLIGENCE**

Unit 1. Introduction to & Fundamentals of Neuro Linguistic Programming (NLP) 60 4

- 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

	<p>2.4: Values Hierarchy 2.5: Elicit Strategies</p> <p>Unit 3. Loosening of the Thought Process Model with Linguistics & Communication</p> <p>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</p> <p>Unit 4. Change Work & NLP Techniques</p> <p>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</p>		
	<p>4.12: Visualization & Future Pacing</p> <p>Books for reference</p> <p>Using Your Brain - for a Change: Real People Press - Richard Sandier (1985)</p> <p>Reframing - NLP & the Transformation of Meaning: eBook - Richard Bandler & John Grinder (1982)</p> <p>An Insider's Guide to Sub-Modalities: Meta Publications - Richard Bandler & Will MacDonald (1988)</p> <p>Introducing the Art & Science of Time Line Therapy Techniques: Advanced Neuro Dynamics Inc. - Tad James (1992)</p> <p>The Accelerated NLP Master Practitioner Certification Training Manual: Advanced Neuro Dynamics Inc. - Tad James (July 2004, Newport Beach)</p> <p>Applications of NLP: Meta Publications Inc. - Robert Dilts (1983)</p> <p>An Overview of NLP & Ericksonian Hypnosis: Attention Shifting - Michael J. Emery (eBook)</p> <p>Creating Irresistible Influence with NLP: eBook - Charles Faulkner (2002)</p>		

1.3	<p>EMOTIONAL INTELLIGENCE: MODELLING, MEASUREMENT & FUTURE APPLICATIONS</p> <p>Unit 1. Theories Behind Measurement & Modelling of Emotions</p> <p>1.1: Components of Emotion</p> <p> 1.1.1: Cognitive Component</p> <p> 1.1.2: Evaluative Component</p> <p> 1.1.3: Motivational Component</p> <p> 1.1.4: Feeling Component</p> <p>1.2: Rationality, Regulation & Control of Emotion</p> <p>1.3: The Biological Basis of Emotion</p> <p> 1.3.1: An Affective Neuro Scientific Model</p> <p>1.4: Self Regulation Models of Emotion</p> <p>1.5: Mathematical Modelling of Emotional Dynamics</p> <p>1.6: Controlling Emotion by Artificial Means</p> <p>1.7: Effect of Emotion Modeling on Human Machine Interactions</p> <p>Unit 2. Key Models for Emotion's Imaging, Modelling & Analysis</p> <p>2.1: Brain Imaging and Psycho-pathological Studies on Self-regulation of Emotion</p> <p>2.2: Fuzzy Models for Facial Expression-Based Emotion Recognition and Control</p> <p>2.3: Electroencephalographic Signal Processing for Detection and Prediction of Emotion</p> <p>2.4: Multiple Emotions & their Chaotic Dynamics</p> <p>Unit 3. Measurement of Emotional Intelligence</p> <p>3.1: Task Based Scales</p> <p> 3.1.1: Levels of Emotional Awareness Scale (LEAS)</p> <p> 3.1.2: Emotional Creativity</p> <p> 3.1.3: Connecting Thoughts & Emotions</p> <p> 3.1.4: The Multi-factor Emotional Intelligence Scale (MEIS)</p> <p>3.2: Self-Report Scales</p> <p> 3.2.1: Scales based on Salovey & Mayer</p> <p> 3.2.2: Scale developed by: Tett, Wang, Thomas, Griebler & Martinez</p> <p> 3.2.3: Schutte EI Scale</p> <p> 3.2.4: Goleman EI Scale</p> <p> 3.2.5: Bar-On EQ-I & EQ - 360 degree: The Emotional Quotient Inventory</p> <p> 3.2.6: Style In the Perception Of Affect Scale (SIPOAS)</p> <p> 3.2.7: Trait Meta-Mood Scale (TMMS)</p> <p>3.3. Other Major EI Tests</p> <p> 3.3.1: MSCEIT: Mayer Salovey Caruso EI Test</p> <p> 3.3.2: ESCI: Emotional & Social Competency Inventory</p> <p> 3.3.3: SEI: Six Seconds EI Test</p> <p> 3.3.4: TEIQue: The Trait Emotional Intelligence Questionnaire</p> <p> 3.3.5: GEC: The Group Emotional Competence</p> <p> 3.3.6: WEIP: Work Group EI Profile</p> <p>Unit 4. Applications & Future Directions of EI</p> <p>4.1: Application for: Self-Development, Education, Relationship,</p>	60	4
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	<p>Workplace & Leadership 4.2: Application of Human-Machine Interactive Systems 4.3: EI in Psychotherapy 4.4: Application in Video Photography & Movie Making 4.5: Application in Personality Matching during Matrimonial Counselling 4.6: Application in User Assistance Systems 4.7: Emotion Recognition from Voice Samples during Forensic Studies 4.8: Personality Building of Artificial Creatures</p> <p>Books For Reference:</p> <p>Paper on: Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence: Personality & Social Psychology Bulletin (DOI: 10.1177/0146167203254596 Pers Soc Psychol Bull 2003 29: 1147): Marc A. Brackett and John D. Mayer (2003)</p> <p>Paper on: Emotional Intelligence: Implications for Personal, Social, Academic & Workplace Success: Social & Personality Psychology Compass 5/1 2011: Marc Brackett, Susan Rivers & Peter Salvoy (2011)</p> <p>Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue): London Psychometric Laboratory - Petrides, K. V. (2009)</p> <p>Handbook of Intelligence: Cambridge University Press - Robert J. Sternberg (2000)</p> <p>Handbook of Intelligence: Evolutionary Theory, Historical Perspective & Current Concepts: Springer - Sam Goldstein, Dana Princiotta & Jak Naglieri (2015)</p> <p>Article: The Cascading Impact of Culture: Group Emotional Competence (GEC) as a Cultural Resource. In R. Emmerling, V. Shanwal, & M. Mandal (eds.), Emotional Intelligence: Theoretical and Cultural Perspectives. San Francisco: Nova Science Publishers - Koman, E., Wolff, S. B., & Howard, A. (2008)</p> <p>Paper on: Emotional intelligence competencies in the team and team leader: A multilevel examination of the impact of emotional intelligence on team performance. Journal of Management Development, 27(1), 55-75 - Koman, E. S., & Wolff, S. B. (2008)</p> <p>Article: The link between group emotional competence and group effectiveness. In V. U. Druskat, F. Sala, & G. Mount (Eds.), <i>Linking emotional intelligence and performance at work: Current research evidence with individuals and groups</i>. Mahway, NJ: LEA - Wolff, Druskat, Koman & Messer (2006)</p>		
1.4	<p>STRATEGIES TO IMPROVE EMOTIONAL INTELLIGENCE</p> <p>Unit 1: Strategies to Improve Self Awareness</p> <p>1.1: Elements of Self Awareness 1.1.1: Emotional Awareness 1.1.2: Accurate Self-Assessment 1.1.3: Self Concept 1.1.4: Self Esteem</p>	60	2

<p>1.1.5.: Self-Confidence 1.2: Trigger Points 1.3: Journaling 1.4: Feedback 1.5: Case Study Discussion with Role Play</p> <p>Unit 2: Strategies to Improve Self Management</p> <p>2.1: Elements of Self Management 2.1.1: Self-Control 2.1.2: Trustworthiness 2.1.3: Conscientiousness 2.1.4: Adaptability 2.1.5: Decision Making 2.1.6: Action Orientation 2.1.7: Innovation 2.2: Self-Upgradation & Goal Setting 2.3: Meditation 2.4: Feedback 2.5: Case Study Discussion with Role Play</p> <p>Unit 3: Strategies to Improve Self Motivation</p> <p>3.1: Elements of Self-Motivation 3.1.1: Purpose 3.1.2: Achievement drive 3.1.3: Commitment 3.1.4: Initiative 3.1.5: Optimism 3.2: Sources of Motivation 3.2.1: Internal Motives (Needs, Cognitions, Emotions) 3.2.2: External Events 3.2.3: Work Motivation (Extrinsic / Intrinsic) 3.2.4: Motivating the Generations (Matures, Baby Boomers, Gen X, Gen Y, Millennials) 3.3: Theories of Motivation 3.4: Technique of Self-Motivation 3.4.1: Creative Visualization 3.4.2: Affirmations 3.5: Case Study Discussion with Role Play</p> <p>Unit 4: Strategies to Improve Social Skills</p> <p>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</p>		
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- 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,

	<p>Shad Helmstetter (1990)</p> <p>Who Moved My Cheese, Publisher : RHUK, Spencer Johnson (1999)</p> <p>As a Man Thinketh, Sterling Publishers, James Allen (2007)</p> <p>Believe in Yourself, Publisher : Manjul Publishing, Dr. Joseph Murphy (2014)</p> <p>Motivation : Boost Your Motivation with Powerful Techniques & Be Unstoppable, Kindle Edition, James Adler.</p> <p>Motivation, Publisher : AMACOM, Brian Tracy (2013)</p> <p>Drive : The Surprising Truth About What Motivates Us, Publisher : RHC, Daniel H. Pink (2011)</p> <p>Affirmations : How to Expand Your Personal Power & Take Back Control of Your Life, Publisher : Hay House, Stuart Wilde (2004)</p> <p>Human Relations in Business & Industry: Florida State College : Faye Wisner & Jerry Wisner, 2011</p> <p>Social Intelligence : A Practical Guide to Social Intelligence, Publisher : CreateSpace, Jonny Bell (2014)</p> <p>The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships : Jeanne Segal (2008)</p> <p>How to Win Friends & Influence People : Simon & Schuster : Dale Carnegie (1964)</p>		
1.5	<p>NEURO LINGUISTIC PROCESSES TECHNIQUES PRACTICAL</p> <p>UNIT 1: Defining Process for the Techniques: Students will be divided into three groups. Each group has to choose min. 8 Techniques from the list. Each group will have to discuss a defined process of Neuro Linguistic Techniques & minute down their consensus on understanding each of the selected processes (2 credit).</p> <p>UNIT 2: Practicing the Techniques: Each group to experiment with & practice each of the techniques within their group & minute down the results (2 credit).</p> <p>UNIT 3: Presenting the Techniques: Each student will present at least one of the techniques in the class with the help of the group member & other groups will give their feedback (2 credit).</p> <p>UNIT 4: Concluding on the Techniques & Report submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective process & execution of each technique. Then each student will submit his / her report on the concluded process & effective execution of each technique. Report to be submitted in hard as well as soft copy (2 credit).</p>	60	2

SEMESTER- II			
2.6	<p>MARKETING MANAGEMENT: APPLICATION OF EMOTIONAL INTELLIGENCE:</p> <p>Unit 1: Understanding Marketing</p> <p>1.1: The Scope of Marketing</p> <p>1.1.1: What Is Marketing</p> <p>? 1.1.2: What Is Marketed?</p> <p>1.1.3: Who Markets?</p> <p>1.2: Importance of Marketing</p> <p>1.3: Core Marketing Concepts</p> <p>1.3.1: Needs, Wants, and Demands</p> <p>1.3.2: Target Markets, Positioning & Segmentation</p> <p>1.3.3: Offerings and Brands</p> <p>1.3.4: Value and Satisfaction</p> <p>1.3.5: Marketing Channels</p> <p>1.3.6: Supply Chain</p> <p>1.3.7: Competition</p> <p>1.3.8: Marketing Environment</p> <p>1.4: Company Orientation toward the Marketplace</p> <p>1.4.1: The Production Concept</p> <p>1.4.2: The Product Concept</p> <p>1.4.3: The Selling Concept</p> <p>1.4.4: The Marketing Concept</p> <p>1.4.5: The Holistic Marketing Concept</p> <p>1.4.5.1: Internal Marketing</p> <p>1.4.5.2: Integrated Marketing</p> <p>1.4.5.3: Relationship Marketing</p> <p>1.4.5.4: Performance Marketing</p> <p>1.5: The New Marketing Realities</p> <p>1.5.1: Major Societal Forces</p> <p>1.5.2: New Company Capabilities</p> <p>1.5.3: Marketing in Practice</p> <p>1.5.4: Marketing in an Age of Turbulence</p> <p>1.6: Marketing Right & Wrong</p> <p>1.7: Case Study Discussion on application of Emotional Intelligence</p> <p>Unit 2: Understanding Marketplace and Consumers</p> <p>2.1: Marketing Intelligence</p> <p>2.1.1: Marketing Intelligence System</p> <p>2.1.2: Corporate Compliance & Competition Law</p> <p>2.2: Analyzing Macro Environment</p> <p>2.2.1: Economic</p> <p>2.2.2: Socio-culture</p> <p>2.2.3: Natural</p> <p>2.2.4: Technological</p> <p>2.2.5: Political, Legal & Regulatory</p> <p>2.2.6: Environment / Green Revolution / Carbon Footprint</p>	60	4

- 2.3: Forecasting, Demand Analysis & Demand Management
- 2.4: Marketing Research System & Processes
- 2.5: Consumer Markets and Consumer Buyer Behaviour
- 2.6: Business Markets and Business Buyer Behaviour
- 2.7: Case Study Discussion on application of Emotional Intelligence

Unit 3: Designing a Customer- Driven Strategy and Mix

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

	<p>1.7: Case Study Discussion on Customer Relationship Management & Emotional Intelligence</p> <p>Unit 4: Sustainable Marketing Strategies</p> <p>4.1: Competitive Dynamics & Strategies 4.1.1: Market Challenger Strategies 4.1.2: Market Follower Strategies 4.1.3: Market Nicher Strategies 4.2: Creating Competitive Advantage 4.3: The Global Marketplace 4.4: Sustainable Marketing: Social Responsibility and Ethics</p> <p>List for Reference:</p> <p>Strategic Marketing: Planning & Control: 3rd Ed., Elsevier BH - Graeme Drummond, John Enser & Ruth Ashford (2001) Defending The Brand: AMACOM - Brian H. Murray (2004)</p> <p>Consumer Behavior: Building Marketing Strategy: 11th Ed., McGraw Hill Irwin - Del. I. Hawkins & David L. Mothersbaugh (2010)</p> <p>Drucker on Marketing: McGraw Hill - William A. Cohen (2012)</p> <p>Copycat Marketing 101: Pentagon Press - Burke Hedges (2010)</p> <p>All Marketers Tell Stories: Penguin USA - Seth Godin (2012)</p>		
2.7	<p>ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE:</p> <p>Unit 1. The Organizational Context</p> <p>1.1: Explaining organizational Behaviour 1.2: Organization Behaviour & Management 1.2.1: View Point of 21st Century 1.3: Environment & Technology 1.4: Culture 1.5: Role of Emotional Intelligence & Behavioural Intelligence 1.5.1: Case Study Discussion</p> <p>Unit 2. Individuals in the Organization</p> <p>2.1: Personality & Learning 2.2: Perception, Attribution & Diversity 2.3: Values, Attributes & Work Behaviour 2.4: Theories of Work Motivation 2.5: Role of Emotional Intelligence on Personality & Motivation 1.5.1: Case Study Discussion</p>	60	4

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 -

	<p>McShane, S.L, Glinow, MAV and Sharma, R.R (2011)</p> <p>Human Relations: Strategies for Success: <i>4th Ed.</i>, Tata McGraw Hill Education, New Delhi - Lambertson, L.H and Minor, L (2012)</p> <p>Work in the 21st Century: An Introduction to Industrial and Organizational Psychology: McGraw Hill, New York - Landy, F.J and Conte, J. M (2004)</p> <p>Ethics and Spirituality at Work: Quorum Books London - Pauchant, T. C (2002)</p> <p>Organizational Behaviour: 13th Ed., Pearson Prentice Hall, New Delhi - Robbins, S.P., Judge, T.A., and Sanghi, S (2009)</p> <p>Behavior in Organizations. An Experiential Approach:9th Ed., McGraw-Hill Irwin -Shani, A.B., Chandler, D., Coget, H.F and Law, J.B (2009)</p> <p>Culture and Organizational Behaviour: <i>Sage Publications</i>, New Delhi - Sinha, J.B.P (2008)</p>		
2.8	<p>BEHAVIOURAL INTELLIGENCE & TEAM WORK:</p> <p>Unit 1: DiSC</p> <p>1.1: What is DiSC ?</p> <p>1.2: Background of DiSC model of Human Behavior</p> <p>1.3: Major Behavior Styles</p> <p>1.3.1: Dominance</p> <p>1.3.2: Influence</p> <p>1.3.3: Steadiness</p> <p>1.3.4: Conscientiousness</p> <p>1.4: Key features of each style</p> <p>1.5: Case Studies, Study of Videos & Group Discussion on identification of each major behaviour style</p> <p>Unit 2: Behavioral EQ</p> <p>2.1: What is Behavioral EQ?</p> <p>2.2: How behavioral EQ complements DiSC?</p> <p>2.3: Your Behavior / Personality Type</p> <p>2.4: How to recognize other's Behavior / Personality Type?</p> <p>2.5: How to effectively deal with / adapt to other's style?</p> <p>2.6: Role Plays for dealing with / adapt to others different behaviour style</p> <p>Unit 3: Participating in & Improving Team Work</p> <p>3.1: Cross Function</p> <p>Team Working 3.2:</p> <p>How to Develop</p> <p>Trust in Team?</p> <p>3.2.1: Out-bond Activity Game for Trust Building</p> <p>3.3: Open Dialogue & Constructive Conflict Management</p> <p>3.4: Alignment & Commitment to Common Goal</p> <p>3.5: Accountability: Individual & Team</p>	60	4

	<p>3.6: Team Work Project (Class to be divided in 4 Teams), Execution & Analysis 3.6: Result & Recognition 3.6.1: Winner Team & Appreciation Awards for other Team for any particular aspect 3.7: Celebration 3.7.1: Team-wise Celebration 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</p> <p>List for Reference:</p> <p>On Becoming a Leader: Basic Books - Warren</p> <p>Bennis (2009) The Respectful Leader: Wiley -</p> <p>Gregg Ward (2016)</p>		
2.9	<p>INTERPERSONAL COMMUNICATION & CONVERSATIONAL INTELLIGENCE:</p> <p>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</p>	60	4

	<p>1.6.4.1: Communication in Everyday Life—Diversity: Missing Socialization</p> <p>1.6.5: Self-Actualization Needs</p> <p>1.6.5.1: Participating Effectively in a Diverse Society</p> <p>1.6.5.2: Communication in Everyday Life—Diversity: Communicating in a Multicultural World</p> <p>1.7: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work, especially focusing on Emotional Intelligence & Behavioural Intelligence application.</p> <p>Unit 2: Principles & Guidelines for Interpersonal Communication</p> <p>2.1: Principle 1: We Cannot <i>Not</i> Communicate</p> <p>2.2: Principle 2: Interpersonal Communication Is Irreversible</p> <p>2.3: Principle 3: Interpersonal Communication Involves Ethical Choices</p> <p>2.4: Principle 4: People Construct Meanings in Interpersonal Communication</p> <p>2.5: Principle 5: Meta-communication Affects Meanings</p> <p>2.6: Principle 6: Interpersonal Communication Develops and Sustains Relationships</p> <p>2.7: Principle 7: Interpersonal Communication Is Not a Panacea</p> <p>2.8: Principle 8: Interpersonal Communication Effectiveness Can Be Learned</p> <p>2.8.1: Social Media in Everyday Life</p> <p>2.9: Guidelines for Interpersonal Communication Competence</p> <p>2.9.1: Develop a Range of Skills</p> <p>2.9.2: Adapt Communication Appropriately</p> <p>2.9.3: Engage in Dual Perspective</p> <p>2.9.4: Monitor Your Communication</p> <p>2.9.5: Commit to Ethical Communication</p> <p>2.9.6: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work.</p> <p>Unit 3: Perception & Communication</p> <p>3.1: The Process of Human Perception</p> <p>3.1.1: Selection</p> <p>3.1.1.1: Communication in Everyday Life—Social Media: Inattention Blindness</p> <p>3.1.2: Organization</p> <p>3.1.2.1: Communication in Everyday Life—Diversity: Which Line is Longer?</p> <p>3.1.2.2: Communication in Everyday Life—Workplace: Racial Stereotypes in the Workplace</p> <p>3.1.2.3: Communication in Everyday Life—Diversity: "I Can't Understand the Teacher's Accent."</p> <p>3.1.3: Interpretation</p> <p>Communication in Everyday Life—Insight: Thinking Your Way to a Good Relationship</p> <p>3.2: Influences on Perception</p> <p>3.2.1: Physiology</p> <p>3.2.2: Expectations</p> <p>3.2.3: Age</p> <p>3.2.4: Culture</p> <p>3.2.5: Cognitive Abilities</p> <p>3.2.6: Self</p> <p>3.3: Social Media and Perception</p> <p>3.4: Guidelines for Improving Perception and Communication</p> <p>3.4.1: Recognize That All Perceptions Are Partial and Subjective</p> <p>3.4.2: Avoid Mind Reading</p> <p>3.4.3: Check Perceptions with Others</p>		
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	<p>3.4.4: Distinguish between Facts and Inferences 3.4.5: Guard against the Self-Serving Bias 3.4.6: Guard against the Fundamental Attribution Error 3.4.7: Monitor Labels 3.4.7.1: Communication in Everyday Life—Insight: The Truth, the Whole Truth, and Nothing but the Truth 3.5: Case Study Discussions, Role Plays & Analysis of Videos as a Group Work.</p> <p>Unit 4: Nonverbal Communication, Mindful Listening & Conversational Intelligence 4.1: Defining Nonverbal Communication 4.2: Principles of Nonverbal Communication 4.2.1: Communication in Everyday Life - Workplace - Cultural Differences in Workplace Nonverbal Communication 4.3: Types of Nonverbal Communication 4.3.1: Social Media & Nonverbal communication 4.4: Guidelines for Improving Nonverbal Communication 4.4.1: Communication in Everyday Life - Diversity - Policing a Multicultural Society 4.5: The Listening Process 4.5.1: Communication in Everyday Life - Workplace - Good Listening - Career Advancement 4.5.2: Communication in Everyday Life - Social Media - The Illusion of Competence 4.6: Obstacles to Mindful Listening 4.6.1: Communication in Everyday Life - Social Media - Technological Overload 4.7: Forms of Non-listening 4.8: Guidelines for Effective Listening 4.9: How to be Conversationally Intelligent? 4.10: Case Study Discussions, Role Plays & Analysis of Videos & Films (like, 12 Angry Men) as a Group Work.</p> <p>List for Reference:</p> <p>Interpersonal Communication: The Whole Story: McGraw Hill - Kory Floyd (2009)</p> <p>Essentials of Business Communication: 9th Ed., South Western Cengage Learning -Mary Ellen Guffey & Dana Loewy (2013)</p>		
2.10	<p>CORPORATE & BUSINESS STRATEGY: SUCCESS THROUGH EMOTIONALLY INTELLIGENT LEADERSHIP:</p> <p>Unit 1. Fundamentals of Strategy 1.1: What is strategy? 1.1.1: The characteristics of strategic decisions 1.1.2: Levels of strategy 1.1.3: The vocabulary of strategy 1.2: Strategic management 1.2.1: The Strategic position 1.2.2: Strategic choices 1.2.3: Strategy in action</p>	60	4

	<p>1.3: The Macro-Environment: The PESTEL framework 1.4: The Strategic Position & Industry Structure 1.4.1: Competitive forces - Porter's Five Forces Framework 1.4.2: The dynamics of industry structure 1.4.3: Competitors and Market 1.4.3.1: Strategic groups 1.4.3.2: Market segments 1.4.3.3: Identifying the strategic customer 1.4.3.4: Understanding what customers value - critical success factors 1.4.3.5: Opportunities and threats</p> <p>Unit 2. Business-Level Strategy 2.1: Introduction 2.2: Identifying strategic business units 2.3: Bases of competitive advantage 2.3.1: Porter's Generic Competitive Strategies 2.3.1: Cost / Price-based strategies 2.3.2: Differentiation strategies 2.3.3: Focused strategy 2.3.4: The hybrid 2.4: Sustaining competitive advantage 2.5: Competition and collaboration 2.6: Game theory 2.6.1: The 'prisoner's dilemma': the problem of cooperation 2.6.2: Sequential games 2.6.3: Changing the rules of the game 2.7: Emotional Intelligence & Business Strategy</p> <p>Unit 3. Corporate-Level Strategy 3.1: Introduction 3.2: Strategic directions 3.2.1: Market penetration 3.2.2: Consolidation 3.2.3: Product development 3.2.4: Market development 3.2.5: Diversification 3.3: Value creation 3.4: Portfolio matrices 3.4.1: The growth/share (or BCG) matrix 3.4.2: The directional policy (or GE-McKinsey) matrix 3.5: Emotional Intelligence & Corporate Strategy</p> <p>Unit 4. Managing Strategic Change 4.1: Introduction 4.2: Diagnosing the change situation 4.2.1: Types of strategic change 4.2.2: The importance of context 4.2.3: Diagnosing the cultural context 4.2.4: Forcefield analysis 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</p>		
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	<p>4.4.1: Challenging the taken for granted 4.4.2: Changing operational processes and routines 4.4.3: Symbolic processes 4.4.4: Power and political processes 4.4.5: Change tactics 4.5: Managing strategic change programmes 4.6: Emotionally Intelligent Leadership: for Successful Management of Strategic Change</p> <p>Reference</p> <p>Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010) Strategy: Introduction to Game Theory: 3rd Ed., WW Norton & Co - Joel Watson (2013)</p> <p>Good Strategy Bad Strategy: The difference & why it matters: Profile Books -Richard P. Rumelt (2011)</p> <p>Games of Strategy: 4th Ed., WW Norton & Co - Dixit, Skeath & Reiley (2015)</p> <p>Executing Your Strategy: How to break it down & get it done: Harward Business School Press - Mark Morgan, Raymond E. Levitt, William Malek (2007)</p> <p>Competitive Advantage: Creating & Sustaining Superior Performance: The Free Press - Michael E. Porter (1985)</p>		
2.11	<p>Practical / Field Work Component Core Course: 8 credits. 15 weeks EMOTIONAL INTELLIGENCE & BEHAVIORAL INTELLIGENCE ASSESSMENT PRACTICAL:</p> <p>UNIT 1: Defining Process for the Tests: Students will be divided into three groups. Each group has to choose min. 6 Tests from the list. Each group will have to discuss a defined process of design & conduction of the Test & parameter to be covered along with it's relevance & minute down their consensus on understanding each of the selected parameter & process for each selected test (2 credit).</p> <p>UNIT 2: Practicing the Assessment Tests: Each group to experiment with & practice each of the selected Tests within their group & minute down the results (2 credit).</p> <p>UNIT 3: Presenting the Tests: Each student will present at least one of the tests in the class with the help of the group member & other groups will give their feedback (2 credit).</p>		4

	<p>UNIT 4: Concluding on the Tests Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of each tests. Report to be submitted in hard as well as soft copy (2 credit).</p>		
	SEMESTER-III		
3.12	<p>FUNDAMENTALS OF HUMAN RELATIONS:</p> <p>Unit 1: Human Relations & Brief History 1.1: What is Human Relations 1.2: Human Relations Timeline / Brief History of Human Relations 1.2.1: The Early Years & Industrial Revolution - Early to Mid 1800s 1.2.2: Bureaucracy, Scientific Management & World War I - Early 1900s 1.2.3: Labor Unions Gaining Power & end of World War II - Before Mid 1900s (Birth of Human Relations) 1.2.4: Human Relations Philosophy, Theories & Management - After Mid 1900s (Maslow, Theory X & Y, TQM) 1.2.5: Group Dynamics - Early 2000s 1.2.6: Emotional Intelligence, Social Media - Current 1.3: The Importance of Human Relations Skills 1.3.1: Human Fundamental Rights 1.3.2: Emphasis on People as Human Resources 1.3.3: Renewed Emphasis on Working in Groups 1.3.4: Increasing Diversity at Work Place 1.3.5: The Global Marketplace 1.4: Case Study Discussion on Human Relations Skills Topics 1.5: Study of Videos & Films on Human Relations followed by Group Discussion</p> <p>Unit 2: Human Relations & You 2.1: Human Relations & You 2.1.1: You, the Employee 2.1.2: You, the Manager / Leader 2.1.3: You, the Entrepreneur 2.1.4: You, the Family Person 2.1.5: You, the Social Human Being 2.1.6: You, the Global Citizen 2.2: What Human Relations is <i>Not</i> 2.2.1: Not to use understanding for manipulation 2.2.2: Not a cure-all 2.2.3: Not a quick-fix for deep personal problems 2.2.4: Not just a common sense 2.3: Self Esteem 2.4: Self Awareness & Self Disclosure 2.4.1: Activity in the Class regarding Self Awareness & Self Disclosure 2.5: Johari Window 2.5.1: Group Activity in Class on</p>	60	4

	<p>Johari Window</p> <p>Unit 3: Human Relations & Communication</p> <p>3.1: Basics of Communication Medium & It's Impact on Human Relations 3.1.1: Verbal, 3.1.2: Non-Verbal, 3.1.3: Written, 3.1.4: Individual (One to One) Communication, 3.1.5: Mass (One to Many) Communication</p> <p>3.2: Inter-Personal Relations</p> <p>3.2.1: Formal, 3.2.1: informal</p> <p>3.3: Transactional Analysis</p> <p>3.3.1: Case Study Group Discussions & Role Plays on Transactional Analysis</p> <p>Unit 4: Human Relations & Group Dynamics</p> <p>4.1: Group Dynamics</p> <p>4.1.1: Case Study Discussion on Group Dynamics 4.2: Conflict Management</p> <p>4.2.1: Case Study Discussion on Conflict Management 4.3: Commitment</p> <p>4.3.1: Case Study Discussion on Commitment 4.4: Accountability</p> <p>4.4.1: Case Study Discussion on Accountability</p> <p>4.5: Trust</p> <p>4.5.1: Case Study Discussion on Trust</p> <p>List for Reference:</p> <p>I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)</p> <p>The Five Dysfunctions of a Team: Jossey Bass / Wiley - Patrick Lencioni (2002) Evaluation:</p>		
3.13	<p>STRATEGIES TO IMPROVE HUMAN RELATIONS:</p> <p>Unit 1: Fundamentals of Improving Human Relations</p> <p>1.1: Investment of Quality Time in Knowing Others Personally 1.2: Open Communication & Active Listening 1.3: Values, Beliefs & Perceptions 1.4: Mutual Respect</p> <p>1.5: Trust</p> <p>1.6: Mindfulness</p> <p>1.7: Welcoming Diversity & Difference</p> <p>1.8: Case Study Discussions, Group Discussions & Group wise Presentation on Fundamentals of Improving Human Relations</p> <p>Unit 2: Improving Human Relations through Conversation Skills</p> <p>2.1: What effective communication is and how to develop this skill? 2.2: Nonverbal signals 2.3: Crucial</p>	60	4

	<p>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'</p> <p>Unit 3: Improving Human Relations through Key Inter-Personal & Group Skills</p> <p>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</p> <p>Unit 4: Human Relations & Leadership</p> <p>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 & 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</p> <p>List for Reference:</p> <p>Interpersonal Communication: Everyday Encounters: 8th Ed., Cengage Learning - Judith T. Wood (2016)</p> <p>A Servant Leader: How to Build a Creative Team, Develop Great Morale & Improve Bottom-line Performance: Crown Business - James A. Autry (2004)</p> <p>Servant Leadership: Answer Literatures - Oluwagbemiga Olowosoyo (2014)</p> <p>I'm Ok, You're Ok: Arrow - Thomas A. Harris (1995)</p>		
3.14	<p>PERSONALITY & PSYCHOLOGY ASSESSMENT:</p> <p>Unit 1. An Overview of Psychological Testing & Assessment</p> <p>1.1: Psychological Testing and Assessment Defined 1.1.1: Concept of Personality & Behaviour 1.1.2: Testing in Contrast to Assessment .2: Tools of</p>	60	4

	<p>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</p> <p>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</p> <p>Unit 3. The Assessment of Intelligence, Aptitude & Personality 3.1: Intelligence and Its Measurement 3.2: Tests of Intelligence 3.3: Preschool and Educational Assessment 3.4: Assessment of Aptitude 3.5: Personality Assessment: An Overview 3.6: Personality Assessment Methods 3.7: Assessment of Interests</p> <p>Unit 4. Testing and Assessment in Practice 4.1: Clinical and Counselling Assessment 4.2: Neuropsychological Assessment 4.3: Psychological interpretation and report writing 4.4: Assessment, Careers, and Business</p> <p>List for reference</p> <p>Encyclopedia of Psychological Assessment: 1st Ed, Vol. 1 & 2: New Delhi: Sage Publications - Fernandez-Ballestros, R. (2003)</p> <p>Career development interventions in the 21st century: 3rd Ed., Upper Saddle River, NJ: Pearson Education - Niles, S. & Harris-Bowlsbey, J. (2009)</p> <p>Counselling in Schools: New Delhi: Sage Publications Ltd - Bor, R., Jo Bbner-Landy, Gilli, S., & Brace, C. (2002).</p>		
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	<p>Counselling Adolescents: New Delhi: Sage Publications - Geldard, K., & Geldard, D (2004)</p> <p>Learning about learning disabilities: 4th Ed., Elsevier Academic press - Wong, B., & Butler, D.L. (2012)</p> <p>Attention Deficit Hyperactivity Disorder Research Developments. Hauppauge, NY: Nova Science Publishers, Inc. - Larimer, M.P. (2005)</p> <p>Dyslexia and Other Learning Difficulties: The Facts. Oxford, UK: Oxford University Press - Selikowitz, M. (1998)</p> <p>Attention Deficit Hyperactivity Disorder. Bloomsbury Academic - O'Regan, J.F (2005)</p>		
3.15	<p>STRATEGIC HUMAN RESOURCE DEVELOPMENT:</p> <p>Unit 1. The Role of Learning, Training & Development in Organizations</p> <p>1.1: Defining the terms: Training, Education, Learning, Development, Coaching & Human Resource Development</p> <p>1.2: The Human Resources Compass</p> <p>1.3: HRD Roles</p> <p>1.3.1: Fostering Ethical Culture</p> <p>1.3.2: Socializing Employees</p> <p>1.4: Today's Challenges in Training, Learning and Development 1.4.1: Case Study Discussion</p> <p>1.5: Intellectual Capital</p> <p>Unit 2. Strategy & Human Resource Development</p> <p>2.1: The Case for HRD</p> <p>2.2: HRD Strategy</p> <p>2.3: The Problem with Strategy: Pitfalls 2.4: Strategic Analysis & Planning for HRD 2.5: The Balanced Scorecard</p> <p>Unit 3. Learning Organization, Learning & Development: Need Identification & Planning</p> <p>3.1: Definition & Characteristics of Learning Organization</p> <p>3.2: The Knowledge Management Process</p> <p>3.3: Identification of Learning, Training & Development Need</p> <p>3.4: The Planning & Designing of Learning, Training & Development</p> <p>3.4.1: Fundamentals of Adult Learning</p> <p>3.4.2: The Adult Learner: Theory to Practice</p> <p>3.5: Workplace Diversity & Training</p> <p>3.6: Multilingual & Multi-culture HRD</p> <p>Unit 4. Delivering Learning, Training & Development</p> <p>4.1: External & Internal Trainers</p> <p>4.1.1: Exploring Internal Resource Capabilities within an Organization 4.2: E-Learning</p> <p>4.3: The design of effective group based Training & Development Methods</p>	60	4

	<p>4.4: Problem based Training 4.5: Management Training & Development 4.5.1: Problems, Paradoxes & Perspectives in Management Training & Development 4.5.1: Executive Coaching 4.6: Assessment & Evaluation of Learning, Training & Development 4.7: Marketing Human Resource Development</p> <p>List for reference</p> <p>The Brave New World of Ehr: Human Resource Management in the Digital Age: Jossey-Bass Wiley - Gueutal & Stone (2005)</p> <p>Corporate Planning & Strategic Human Resource Management: Nirali Prakashan - Ms. Radha Raj (2007)</p> <p>The Future of Human Resource Management: John Wiley & Sons - Losey, Meisinger & Ulrich (2005)</p>		
3.16	<p>CORPORATE REPUTATION & CORPORATE BRANDING:</p> <p>Unit 1. Corporate Reputation 1.1: The Rise of Corporate Reputation 1.1.1: Definitions of Reputation 1.1.2: Why does Reputation matter? 1.1.3: Levels of Reputation - average or aggregate? 1.1.4: The Strategic use of Reputation 1.1.4.1: Case Study of Patanjali 1.1.5: Corporate Reputation as 'Gestalt' 1.2: The Scope of Corporate Reputation 1.2.1: Connecting Employees with the company 1.2.2: The Building blocks of Corporate Reputation 1.2.3: Influences on Corporate Reputation 1.3: What is the Price & Value of Corporate Reputation? 1.3.1: The Reputational Audit 1.3.2: The Financial Value of Reputation 1.3.2: Case Study of Google 1.4: The broad Indicators of Corporate Reputation 1.5: The Development of Measures of Corporate Reputation 1.5.1: Specific Tools of Reputation Measurement 1.5.2: Measuring tangible and intangible facets of Corporate Reputation 1.5.3: Harris-Fombrun Reputation Quotient 1.5.4: The Corporate Character Scale</p> <p>Unit 2. The significance of Corporate Culture 2.1: Introduction 2.2: Who is responsible for corporate reputation? 2.2.1: Is reputation management embedded in the culture of the organisation? 2.3: What is Corporate Culture? 2.4: The Types of Organisational Culture 2.4.1: Case Study of Traditional Japanese Organization's Culture 2.5: Quality of Management and People Management</p> <p>Unit 3. Corporate Branding 3.1: Branding</p>	60	4

	<p>3.1.1: Branding background 3.1.2: Definitions of a Brand 3.1.3: Characteristics of Brands 3.1.4: Types of Branding 3.2: Moving towards Corporate Branding 3.2.1: Case Study of Toyota 3.3: The importance of Trust to a Brand 3.3.1: Case Study of Apple 3.4: The link between Branding and Reputation 3.5: Brands, Reputation and Corporate Social Responsibility 3.5.1: The triple bottom line 3.5.2: The emotional power of brands 3.5.3: Case Study of TATA</p> <p>Unit 4: The Rise of Corporate Brands 4.1: Defining Corporate Brands 4.1.1: Differences between Product Brands and Corporate Brands 4.1.2: Brand Promise 4.2: Values, Culture and Personality 4.3: The Rise of Corporate Brands 4.3.1: The growth of the service industry and corporate branding 4.3.2: Strategic problems: gaps in the Corporate Brand 4.3.3: Success and failure of corporate branding 4.4: Measuring Corporate Brands 4.5: The Future of Brands</p> <p>Reference</p> <p>Corporate Branding: Purpose / People / Process: Copenhagen Business School Press - Schultz, Antorini & Csaba (2005)</p> <p>Emotional Branding: The New Paradigm for Connecting Brands to People: Allworth Press - Marc Gobe (2010)</p> <p>Corporate Branding: Areas, Arenas & Approaches: Routledge - T.C. Melewar & S.F.Syed Alwi (2015)</p> <p>The Best of Branding: Best Practices in Corporate Branding: McGraw Hill - James Gregory (2003)</p>		
3.17	<p>BRANDING YOURSELF @ DIGITAL MEDIA:</p> <p>Unit 1. Self Promotion & Personal Branding 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)</p>	60	4

	<p>1.2.4.3: Tell Your Story. (Your Story Is What Makes You Special) 1.2.4.4: Create Relationships 1.2.4.5: Take Action (Even a Small Step Is a Step Forward) 1.3: The Basics of Building Your Personal Brand 1.4: Strategic Brand Identity Analysis 1.5: Your Brand Identity & Brand Statement</p> <p>Unit 2: Personal Branding Through Digital Media 2.1: Blogging 2.2: LinkedIn 2.3: Twitter 2.4: Facebook 2.5: Sharing Videos & Photos 2.5.1: YouTube 2.5.2: Vimeo 2.5.3: Instagram 2.5.4: Video Do's and Don'ts 2.6: Other Digital Media Platforms 2.8: SEO</p> <p>Unit 3. Launching & Measuring Your Brand 3.1: Personal Brand Campaign 3.1.1: Model Case Studies 3.2. Unique Ways to Launch Your Branding Campaign 3.3: Measuring Success 3.3.1: Google Analytics 3.3.2: Nine Tools to Use for Measurement 3.4: How to Network</p> <p>Unit 4. Advance Level Personal Branding & It's Application 4.1: Public Speaking 4.1.1: Toastmasters 4.1.2: Industry & Civic Groups 4.1.3: Conferences 4.2: Getting Published: An Author 4.3: PR Campaign 4.3.1: Professional Assistance 4.4: Application of Personal Branding: Dream Job / Business 4.5: Acting as a Professional</p> <p>Books for reference</p> <p>Selling Yourself to Others: The New Psychology of Sales: Pelican Publishing - Kevin Hogan & William Horton (2002)</p> <p>The Art of Digital Marketing: Wiley - Ian Dodson (2016)</p> <p>Managing Brand You: 7 Steps to Creating Your Most Successful Self: AMACOM -Jerry Wilson & Ira Blumenthal (2008)</p>		
3.18	<p>CONSULTATION TECHNIQUES FOR COMMON LIFE PROBLEMS:</p> <p>Unit 1: Fundamentals of Counselling & Consultation 1.1: Counselling & Counselling Theories</p>	60	4

<p>1.1.1: What is Consultation, Counselling & Therapy?: How they Differ? What are the similarities?</p> <p>1.2: Issues which bring People to Counselling & Consultation 1.3: Objectives & Principles of Counselling & Consultation 1.4: The Structure of Counselling: A 10 Stage Process 1.5: Counselling & Consultation Skills</p> <p>Unit 2: Counselling & Consultation Techniques For Common Life Problems: I</p> <p>(To be taught with the help of Case Studies Workshop & Group Discussion wherein Faculty to play a role of Facilitator Cum Moderator while providing Study Material & Structure for the Workshop)</p> <p>2.1: Counselling for Depression and Anxiety</p> <p>2.1.1: Use of NLP Technique for Negative Emotion Management</p> <p>2.2: How to Help Victims of Domestic Violence and Abuse</p> <p>2.3: Healing Childhood Sexual Abuse</p> <p>2.3.1: Use of Time Line Theory of NLP</p> <p>2.4: Healing the Pain of Grief</p> <p>2.4.1: Consultation and use of NLP for Healing of Trauma 2.5: Working With Anger</p> <p>2.5.1: Consultation & use of NLP for Anger & Negative Emotions Management</p> <p>Unit 3: Counselling & Consultation Techniques For Common Life Problems: II</p> <p>(To be taught with the help of Case Studies Workshop & Group Discussion wherein Faculty to play a role of Facilitator Cum Moderator while providing Study Material & Structure for the Workshop)</p> <p>3.1: Steps to Marriage Counselling</p> <p>3.2: Steps for Healing Adultery and Infidelity</p> <p>3.3: Steps to Making Peace</p> <p>3.4: Loss of Parental Caring</p> <p>Unit 4: Consultation Practice</p> <p>4.1: Learn Empathy: Building Skills for Caring 4.2: Life Story Questionnaire & Power Questioning 4.3: Building & Working in a Counselling Relationship 4.4: Testing & Assessment for Counselling & Consultation 4.5: Ethical & Cultural Considerations 4.6: When to refer the Client to qualified practitioner in: Psychologist / Therapist / Psychiatrist</p> <p>Books for reference</p> <p>Theories of Psychotherapy & Counselling: Concepts & Cases: 5th Ed., Cengage Learning - Richard S. Sharf (2012)</p> <p>Counselling & Psychotherapy: Theories & Interventions: 5th Ed., Wiley - David Capuzzi & Douglas R. Gross (2014)</p> <p>Counselling: Methods & Techniques: Wisdom Pres - Sumitra Swami</p>		
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	(2013) Counselling Adolescents: The Proactive Approach for Young People: 4 th Ed., Sage Publications - Kathryn Geldard (2015) Theory & Practice of Group Counselling: 8 th Ed., Brooks Cole - Gerald Corey (2011)		
3.19	<p>EMPLOYEE ENGAGEMENT:</p> <p>Unit 1. The Case for Employee Engagement: Connections Versus Transaction</p> <p>1.1: The Employee Engagement Spectrum</p> <p>1.2: Engagement Factors</p> <p>1.2.1: Peace</p> <p>1.2.2: Anxiety</p> <p>1.2.3: Schedule</p> <p>1.2.4: Technology</p> <p>1.2.5: Turnover</p> <p>1.2.6: Productivity</p> <p>1.2.7: Revenue and Profitability</p> <p>1.3: Question to Ask Yourself</p> <p>1.3.1: What connections do we have with our employees?</p> <p>1.3.2: What reasons, emotions, and aspirations do we provide our employees with which they can connect?</p> <p>1.3.3: How could we create different types of connections with our employees?</p> <p>1.3.4: What have we done that would reduce the bond we have with our employees?</p> <p>1.3.5: How have we focused on movement toward stronger engagement levels?</p> <p>1.3.6: How have we focused on labels and lost sight of the bigger picture?</p> <p>1.3.7: What impact have our engagement efforts had on productivity?</p> <p>1.3.8: How have our engagement efforts improved customer loyalty?</p> <p>1.3.9: How have we improved the organization's results through our engagement efforts?</p> <p>Unit 2. Factors Impacting Engagement Data & Engagement Drivers</p> <p>2.1: Factors Impacting Engagement Data 2.1.1: Narrow Research 2.2.1: Poor Survey Design 2.3.1: Biased Approach 2.2: Engagement Drivers</p> <p>2.2.1: Culture</p> <p>2.2.2: Success Indicators</p> <p>2.2.3: Priority Setting</p> <p>2.2.4: Communication</p> <p>2.2.5: Innovation</p> <p>2.2.6: Talent Acquisition</p> <p>2.2.7: Talent Enhancement</p> <p>2.2.8: Incentives and Acknowledgement</p>	60	4

	<p>2.2.9: Customer - Centered</p> <p>2.3: Questions to Ask Yourself on Engagement Drivers</p> <p>2.3.1: What kind of Culture do we espouse & What kind of Culture actually exists?</p> <p>2.3.2: How does our culture impact our success?</p> <p>2.3.3: How does our culture impact trust in our organization?</p> <p>2.3.4: What are our success measurements?</p> <p>2.3.5: To what extent do these success measures align with our culture?</p> <p>2.3.6: To what extent do our success measures relate to the value we bring to our customers?</p> <p>2.3.7: Are priorities and goals shared or marketed to employees?</p> <p>2.3.8: How many different types of communication vehicles does our organization has / utilize?</p> <p>2.3.9: To what extent are we aware of and understand our informal communication networks?</p> <p>2.3.10: How have we helped each employee see their role in innovating? 2.3.11: To what extent does bureaucracy limit our ability to maintain a competitive edge?</p> <p>2.3.12: How are we currently branding ourselves using our recruiting and selection systems? How should we?</p> <p>2.3.13: How do we create early successes for each new employee?</p> <p>2.3.14: When people leave, how much history and knowledge walk out the door with them?</p> <p>2.3.15: Where are we over-reliant on an expert or specialist to get information? 2.3.16: How many experienced people do we lose because we pay new hires more than existing employees?</p> <p>2.3.17: To what degree are we grateful that we have the employees we do?</p> <p>2.3.18: To what extent does stock price, shareholder value, and so forth drive organizational behaviour over actual business cycles or customer interests?</p> <p>2.3.19: To what degree is our organizational structure supporting customer interests and business cycles?</p> <p>2.4: Global to Local Lenses</p> <p>2.4.1: Why These Drivers Are Important</p> <p>2.4.2: Distinct Differences between different subgroups (based on Age)</p> <p>2.4.2.1: Age 18 to 29: Concerned with compensation and getting the necessary information needed to do the job.</p> <p>2.4.2.2: Age 30 to 40: Concerned with issues regarding a safe culture and trust in senior leadership.</p> <p>2.4.2.3: Age 40 to 49: Having a coach or mentor is very important to this group. Another area of concern for this segment is trust in senior leadership.</p> <p>2.4.2.4: Age 50 to 59: They see direct supervisors putting themselves before their employees.</p> <p>2.4.2.5: Age 60 to 69: The major areas of concern for this group is top</p>		
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	<p>management & change culture within an organization. 2.5: Engagement Surveys</p> <p>Unit 3. Engaging Leaders, Engaging Cultures</p> <p>3.1: Collaboration 3.2: Awareness vs. Adoption 3.3: The Art and Science of Leadership 3.4: Business Acumen 3.5: Career Transitions 3.6: Tunnel Vision 3.7: Self - Interest 3.8: Succession Planning</p> <p>Unit 4. Reaping The Rewards of Engagement</p> <p>4.1: Four Levels of Engagement 4.1.1: Employee Engagement is Ignored 4.1.2: Employee Engagement is an Event 4.1.3: Employee Engagement is a Process 4.1.4: Employee Engagement is a Strategy 4.2: Engagement in Difficult Economies 4.2.1: Focus on Transparency 4.2.2: Focus on Senior Leadership Efforts 4.2.3: Focus on Consistency 4.2.4: Focus on Celebrating 4.2.5: Focus on the Customer 4.3: A New Definition of Engagement 4.3.1: Clearer Connections 4.3.2: Improved Trust 4.3.3: Increased Resourcefulness 4.4: Impact of Engagement</p> <p>Books for reference</p> <p>The Strategy Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment: Harward Business School Press - Robert S. Kaplan & David P. Norton (2001)</p> <p>Work Organization & Human Resource Management: Springer - Carolina Machado & J. Paulo Davim (2014)</p>		
3.20	<p>BALANCED SCORE CARD & BUSINESS STRATEGY:</p> <p>Unit 1. Foundation of Balanced Score Card</p> <p>1.1: Conceptual Foundation & History of Balanced Score Card 1.2: Why does business need a Balanced Score Card? 1.3: Balanced Score Card Explained 1.3.1: Financial Perspective 1.3.2: Customer Perspective 1.3.3: Internal Business Process Perspective 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</p>	60	4

<p>1.4.6: Strategic Action Plan</p> <p>Unit 2: Linking Balanced Score Card to Business Strategy</p> <p>2.1: Cause & Effect Relationship</p> <p>2.2: Overall Performance Drivers</p> <p>2.3: Using Diagnostic Measures to Balance Strategic Measures</p> <p>2.4: Development of Balanced Score Card for</p> <p>2.4.1: Corporate Head Quarters</p> <p>2.4.2: Strategic Business Units</p> <p>2.4.3: Joint Ventures</p> <p>2.4.4: Support Departments</p> <p>2.4.5: NGO's & Governmental Enterprises</p> <p>2.5: Linking of Balanced Score Cards across the levels within Organization</p> <p>Unit 3: Balanced Score Card Implementation Process Steps</p> <p>3.1: Executive Commitment</p> <p>3.2: Scorecard Champion</p> <p>3.3: Team Formation</p> <p>3.4: Project Plan</p> <p>3.5: Overall Scorecard Structure incl. Cascading</p> <p>3.6: Templates for different levels within Organization</p> <p>3.7: Workshops</p> <p>3.8: Strategy Mapping & Alignment of Scorecard Parameters across levels</p> <p>3.9: Pilot Run</p> <p>3.10: Organization level Implementation & Monitoring</p> <p>Unit 4: Closing The Loop: Alignment, Communication & Results</p> <p>4.1: Aligning Stakeholders with Strategic Action Plan</p> <p>4.2: Translating Strategy into Aligned & Related Activities</p> <p>4.3: Internal Communication</p> <p>4.4: External Communication</p> <p>4.5: Measurement</p> <p>4.6: Feedback</p> <p>4.7: Appraisals linked to Results</p> <p>4.8: Case Study</p> <p>Books for reference</p> <p>The Strategy Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment: Harward Business School Press - Robert S. Kaplan & David P. Norton (2001)</p> <p>Discussion</p> <p>Alignment: Using the Balanced Scorecard to Create Corporate Synergies: HBR Press - Robert S. Kaplan & David P. Norton (2006)</p> <p>The Balanced Scorecard: Enhance your Performance through Strategic Goals: A Practical Primer: Volume 1: CreateSpace Independent</p>		
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	<p>Publishing - Dr. Gusfa Donald, Kenneth Gusfa, Daniel Stanley (2011)</p> <p>Balanced Scorecard: Step-by-Step for Government & Non-profit Agencies: 2nd Ed., John Wiley & Sons - Paul R. Niven (2008)</p>		
3.21	<p>STRATEGIC MARKETING: APPLICATION OF NLP & EI:</p> <p>Unit 1. Marketing in Today's Economy</p> <p>1.1: Marketing challenges and opportunities in the new economy</p> <p>1.1.1: A shift in power to customers</p> <p>1.1.2: A massive increase in product selection</p> <p>1.1.3: Greater audience and media fragmentation towards Digital Media</p> <p>1.1.4: Changing customer perceptions of value and frugality</p> <p>1.1.5: Shifting demand patterns</p> <p>1.1.6: Increasing concerns over privacy, security, and ethics</p> <p>1.1.7: Unclear legal jurisdictions, especially in global markets</p> <p>1.1.8: Ethical & Cultural Sensitivity issues</p> <p>1.1.9: Case Study Discussion</p> <p>1.2: Revisiting Basic Concepts of Marketing</p> <p>1.3: Major Marketing Activities and Decisions</p> <p>1.3.1: Strategic and tactical planning.</p> <p>1.3.2: Social responsibility and ethics.</p> <p>1.3.3: Research and analysis.</p> <p>1.3.4: Developing competitive advantages and Strategic focus.</p> <p>1.3.5: Marketing strategy decisions</p> <p>1.3.5.1: Market Segmentation and target marketing,</p> <p>1.3.5.2: Product, 1.3.5.3: Pricing, 1.3.5.4: Distribution 1.3.5.5 Promotion</p> <p>1.3.5.6: Positioning & Competitive Advantages</p> <p>1.3.6: Implementing and Controlling marketing activities.</p> <p>1.3.7: Developing and maintaining long-term Customer Relationships</p> <p>1.4: Challenges involved in Developing Marketing Strategy</p> <p>1.4.1: Unending continuous change</p> <p>1.4.2: The increasing demands of customers</p> <p>1.4.3: Decline in brand loyalty & increase in price sensitivity among customers</p> <p>1.4.4: Increasing customer cynicism about business and marketing activities.</p> <p>1.4.5: Competing in mature markets with increasing commoditization & little real (long term) differentiation among product offerings.</p> <p>1.4.6: Global Competition</p> <p>1.5: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence</p> <p>Unit 2. Strategic Marketing Planning Process</p> <p>2.1: Corporate, Business Unit & Functional Strategic Planning</p> <p>2.1.1: Alignment with Organization Vision, Mission & Objectives</p> <p>2.1.2: Cascading of Organizational Goals</p> <p>2.2: The Strategic Marketing Plan</p> <p>2.2.1: The typical Structure or outline of a Marketing Plan</p> <p>2.2.1.1: Executive Summary</p> <p>2.2.1.2: Environment Scanning & Situation analysis</p> <p>2.2.1.3: SWOT Analysis</p> <p>2.2.1.4: Marketing Goals and Objectives</p> <p>2.2.1.5: Marketing strategies</p> <p>2.2.1.6: Marketing Implementation</p>	60	4

<p>2.2.1.7: Evaluation and Control</p> <p>2.3: Purposes & Significance of Marketing Plan</p> <p>2.4: Maintaining Customer Focus & Balance in Strategic Planning</p> <p>2.4.1: Balanced Score Card approach</p> <p>2.4.2: Case Study on Customer Oriented Marketing Plan</p> <p>2.5: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence</p> <p>Unit 3. Marketing Strategy Formulation</p> <p>3.1:</p> <p>Competitive Advantage</p> <p>3.1.1: Generic Strategy</p> <p>3.1.1.1: Cost Leadership</p> <p>3.1.1.2: Differentiation</p> <p>3.1.1.3: Focus</p> <p>3.1.1.4: Issues with 'Stuck in the middle'</p> <p>3.1.1.5: Case Study Discussion</p> <p>3.2: Identifying Sources of Competitive Advantage</p> <p>3.2.1: Actual Product Performance</p> <p>3.2.2: Perception of Product / Service</p> <p>3.2.3: Technology / Patent Protection</p> <p>3.2.4: Brand</p> <p>3.2.5: Low Cost Operations</p> <p>3.2.6: Legal Advantage</p> <p>3.2.7: Alliances, Relationships & People</p> <p>3.2.8: Market Knowledge & Network</p> <p>3.2.9: Flexibility</p> <p>3.2.10: Entry barrier to competitors</p> <p>3.2.11: Case Study Discussion</p> <p>3.3: Market Position</p> <p>3.3.1: Market Leader Strategies</p> <p>3.3.2: Market Challenger Strategies</p> <p>3.3.3: Market Follower Strategies</p> <p>3.3.4: Market Niche Strategies</p> <p>3.3.5: Case Study Discussion</p> <p>3.4: Offensive & Defensive Strategies</p> <p>3.5: Ansoff Product & Market Strategy Matrix</p> <p>3.5.1: Market Penetration</p> <p>3.5.2: Market Development</p> <p>3.5.3: Product Development</p> <p>3.5.4: Diversification</p> <p>3.5.5: Case Study Discussion</p> <p>3.6: Product Life Cycle based Strategies</p> <p>3.6.1: Introduction Phase</p> <p>3.6.2: Growth Phase</p>		
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3.6.3: Maturity Phase
3.6.4: Decline Phase
3.6.5: Case Study Discussion
3.7: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence

Unit 4. Marketing Strategy Implementation

4.1: Strategy Implementation: Stressing the Importance
4.1.1: Success Vs Failure: Major Reasons
4.1.2: Case Study Discussion
4.2: Fundamentals Principles / Key Elements in Implementation
4.2.1: Leadership
4.2.2: Culture
4.2.3: Resources
4.2.4: Structure
4.2.5: Control
4.2.6: Skills
4.2.7: Alignment
4.2.8: Systems
4.3: Assessing Ease of Implementation
4.3.1: Relationship between Change & Importance
4.3.2: Strategic Fit
4.4: People, Power & Politics
4.5: Internal Marketing
4.6: Customer Relationship Management Strategy
4.7: Applying Project Management Techniques
4.8: Case Study Discussion on Application of Neuro Linguistic Processes & Emotional Intelligence

Books for reference

Marketing Planning & Strategy: 6th Ed., South Western College Pub -

Subhash C. Jain (2000)

Marketing Management: 14th Ed., Prentice Hall, Pearson Education - Kotler & Keller (2012)

Strategic Marketing: Creating Competitive Advantage: 2nd Ed., Oxford University Press - Douglas West, John Ford, Essam Ibrahim (2011)

Strategic Marketing: Text & Cases: The Indian Perspective: Viva Books - S. Shajahan (2010)

Strategic Marketing: Pearson Prentice Hall - Todd Mooraddin, Kurt Matzler & Larry Ring (2011)

Strategic Marketing Management: 8th Ed., Cerebellum Press - S.C. Johnson & Alexander Chernev (2014)

3.22	<p>PRACTICAL IN PERSONALITY, INTELLIGENCE & APTITUDE ASSESSMENT:</p> <p>UNIT 1: Defining Process for the Tests: Students will be divided into three groups. Each group has to choose min. 4 Tests from the list. Each group will have to discuss a defined process of Counselling Assessment Test & parameter to be covered along with it's relevance & minute down their consensus on understanding each of the selected processes for each selected test (2 credit).</p> <p>UNIT 2: Practicing the Assessment Tests: Each group to experiment with & practice each of the selected Tests within their group & minute down the results (2 credit).</p> <p>UNIT 3: Presenting the Tests: Each student will present at least one of the tests in the class with the help of the group member & other groups will give their feedback (2 credit).</p> <p>UNIT 4: Concluding on the Tests Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of each tests. Report to be submitted in hard as well as soft copy (2 credit).</p> <p>Books for Reference</p> <p>Psychological Testing & Assessment: An Introduction to Tests & Measurement: 7th Ed., McGraw Hill Primis - Cohen-Swerdlik (2009)</p> <p>Comprehensive Handbook of Psychological Assessment: Vol. 3: Behavioral Assessment : John Willey - Stephen Haynes & Elaine Heiby (2004)</p> <p>An introduction to Psychological Assessment and Psychometrics: New Delhi: Sage Publications - Coaley,K.(2009).</p> <p>Handbook of Psychological Assessment: 3rd ed.,Oxford: Elsevier science -Goldstein, G. & Hersen, M. (2000).</p> <p>Comprehensive Handbook of Psychological Assessment: Vol. 4, Industrial and Organizational assessment : NY: Wiley - Hersen, M. (2004).</p> <p>Guiding Principles and Recommendations for the Assessment of Competence. <i>Professional Psychology: Research and Practice</i>, 38 (5), 441- 451 - Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007).</p> <p>Encyclopedia of Psychological Assessment: 1st Ed, Vol. 1 & 2: New Delhi: Sage Publications - Fernandez-Ballestros, R. (2003)</p>		4
3.23	<p>PRACTICAL IN EMPLOYEE ENGAGEMENT:</p> <p>UNIT 1: Defining Process for the Tests: Students will be divided into two groups. Each group has to design & conduct both the Tests: "Organizational Employee Engagement Culture & Status Test" &</p>		4

	<p>"Employee Engagement Test". Each group will have to discuss a defined process of these two tests along with the major factors & drivers to be covered along with it's relevance & minute down their consensus on understanding each of the selected factors & drivers both the tests (2 credit).</p> <p>UNIT 2: Conducting the Tests: Groups to conduct survey in min. two of the outside organizations while maintaining the level of professionalism while dealing with outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).</p> <p>UNIT 3: Evaluating & Presenting the Tests: Each Group will present at least one of the tests along with it's results in the class with the help of the group members & other group will give their feedback (2 credit).</p> <p>UNIT 4: Concluding on the Tests Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the tests. Then each student will submit his / her report on the concluded design, process & effective execution of these tests. Report to be submitted in hard as well as soft copy (2 credit)</p> <p>Books for Reference</p> <p>Employee Engagement: A Roadmap for Creating Profits, Optimizing Performance & Increasing Loyalty: Jossey-Bass - Brad Federman (2009)</p> <p>Employee Engagement for Dummies: Willey Publications - Bob Kelleher (2013)</p> <p>Report from Gallup Consulting: Q12 Meta-Analysis - Harter, Schmidt, Killham & Asplund</p>		
3.24	<p>PRACTICAL IN CORPORATE & BUSINESS STRATEGY:</p> <p>UNIT 1: Defining Process for the Survey: Students will be divided into two groups. Each group has to design & conduct below Surveys:</p> <ul style="list-style-type: none"> i) Corporate Strategic Direction ii) Corporate Portfolio Analysis iii) Business Strategy for Competitive Advantage iv) Business Strategy Execution <p>Each group will have to discuss a defined process of above surveys along with the major factors to be covered along with their relevance & minute down their consensus (2 credit).</p> <p>UNIT 2: Conducting the Survey: Groups to conduct survey in min. two of the outside corporate organizations (who has corporate group office & various business verticals / units) while maintaining the level of professionalism while dealing with these outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).</p>		4

	<p>UNIT 3: Evaluating & Presenting the Surveys: Each Group will present all the 4 surveys along with their analysis & results in the class with the help of the group members & other group will give their feedback (2 credit).</p> <p>UNIT 4: Concluding on the Survey Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the surveys. Then each student will submit his / her report on the concluded design, process & effective execution of these surveys along with their learnings from it. Report to be submitted in hard as well as soft copy (2 credit).</p> <p>Books for Reference</p> <p>Exploring Corporate Strategy: 8th Ed., Prentice Hall - Gerry Johnson, Kevan Scholes & Richard Whittington (2008)</p> <p>Competitive Strategy: Techniques for Analysing Industries & Competitors: The Free Press - Michael E. Porter (1998)</p> <p>Harvard Business Review: HBR's 10 Must Reads on Strategy (1996)</p> <p>Strategic Thinking: 3rd Ed., KoganPage - Simon Wootton & Terry Horne (2010) Strategy: Introduction to Game Theory: 3rd Ed., WW Norton & Co - Joel Watson (2013)</p> <p>Good Strategy Bad Strategy: The difference & why it matters: Profile Books -Richard P. Rumelt (2011)</p> <p>Games of Strategy: 4th Ed., WW Norton & Co - Dixit, Skeath & Reiley (2015)</p> <p>Executing Your Strategy: How to break it down & get it done: Harvard Business School Press - Mark Morgan, Raymond E. Levitt, William Malek (2007)</p>		
3.25	<p>PRACTICAL IN CORPORATE COMMUNICATION & BRANDING:</p> <p>UNIT 1: Defining Process for the Survey: Students will be divided into two groups. Each group has to design & conduct below Surveys: i) Corporate Communication: Process & Methods ii) Corporate Brand: Process & Brand Measurement Each group will have to discuss a defined process of above surveys along with the major aspects to be covered along with their relevance & minute down their consensus (2 credit).</p> <p>UNIT 2: Conducting the Survey: Groups to conduct survey in min. two of the outside corporate organizations (who has corporate group office & various business verticals / units) while maintaining the level of</p>		4

	<p>professionalism while dealing with these outside organizations & submit the 'Satisfaction Survey Report' signed by the executives of the surveyed organizations (2 credit).</p> <p>UNIT 3: Evaluating & Presenting the Surveys: Each Group will present these 2 surveys along with their analysis & results in the class with the help of the group members & other group will give their feedback (2 credit).</p> <p>UNIT 4: Concluding on the Survey Design & Process & Report Submission: After the presentation by each student & group feedback / discussion, class will conclude on the most effective design, process & execution of each of the surveys. Then each student will submit his / her report on the concluded design, process & effective execution of these surveys along with their learnings from it. Report to be submitted in hard as well as soft copy (2 credit).</p> <p>Books for Reference</p> <p>Corporate Reputation: Brand & Communication: Pearson - Stuart Roper & Chris Fill (2012)</p> <p>Business Communication Today: 9th Ed., Pearson Prentice Hall - Courtland Bovee & John Thill - 2008</p> <p>Communicating: A Social, Career & Cultural Focus: 12th Ed., Pearson - Berko, Wolvin A., Wolvin D., Aitken (2008)</p> <p>Business & Professional Communication: 2nd Ed., Pearson - Steven Beebe & Timothy Mottet (2013)</p> <p>The New Strategic Brand Management: Creating & Sustaining Brand Equity Long Term: 4th Ed., KoganPage - J.N. Kapferer (2008)</p> <p>The 22 Immutable Laws of Branding: Harper Business - Al Ries & Laura Ries (2002)</p> <p>Corporate Branding: Purpose / People / Process: Copenhagen Business School Press - Schultz, Antorini & Csaba (2005)</p> <p>Emotional Branding: The New Paradigm for Connecting Brands to People: Allworth Press - Marc Gobe (2010)</p> <p>Corporate Branding: Areas, Arenas & Approaches: Routledge - T.C. Melewar & S.F.Syed Alwi (2015)</p> <p>The Best of Branding: Best Practices in Corporate Branding: McGraw Hill - James Gregory (2003)</p>		
	SEMESTER - IV		
4.26	<p>DECISION MAKING, PROFESSIONALISM & ETHICS:</p> <p>Unit 1. Fundamental Principles of Decision Making</p> <p>1.1: Need: Important Vs Urgent</p>	60	4

<p>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</p> <p>Unit 2. Decision Making Process, Tools & Techniques</p> <p>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</p> <p>Unit 3: Professionalism</p> <p>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</p> <p>Unit 4. Ethics</p> <p>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</p>		
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	<p>4.4: Applying Ethics to Real Life 4.4.1: Discoveries related to Human Life: Biomedical Ethics 4.4.2: Protecting the Habitat: Environmental Ethics 4.4.3: Serving the Public: Professional Ethics 4.4.4: Keeping the Peace: Ethics and Human Rights 4.4.5: Getting It On: The Ethics of Sex 4.4.6: Ethics and Animals 4.5: Ethical Dilemmas of Future & Global Issues</p> <p>List for reference Ethics & Professionalism: University of Pennsylvania Press (1988) Decision Making: Its Logic & Practice: Rowman & Littlefield Publishers Inc - John Mullen & Byron Roth (1991)</p> <p>The Three Secrets of Wise Decision Making: Single Reef Press - Berry F. Anderson (2002)</p> <p>Effective Decision Making: eBook - Edoardo Binda Zane (2016) Thinking: Edge Foundation Inc. - John Brochman (2013)</p> <p>A Textbook on Professional Ethics & Human Values: New age International - R.S. Naagarazan (2006)</p>		
4.27	<p>ENTREPRENEURSHIP, BUSINESS ACUMEN & BUSINESS PLANNING:</p> <p>Unit 1: Entrepreneurship 1.1: Entrepreneurship Defined 1.2: Common Myths 1.2.1: Entrepreneurs are Born 1.2.2: Individual starts Companies 1.2.3: All Entrepreneurs are Charismatic 1.3: 9 Steps of Entrepreneurship Process / Things to Plan during Start-up 1.3.1: Who is your Customer 1.3.2: What can you do for your Customer 1.3.3: How do you Scan Market & Competition & then, Position your Product / Solution 1.3.4: How does your customer Acquire your Product / Solution 1.3.5: How & from Where your Acquire Resources & Finance 1.3.6: How do you make Money from your product / solution 1.3.7: How & Where do you Design & Build your Product / Solution 1.3.8: How do you Manage your Business Processes & People 1.3.9: How do you Scale your Business 1.4: Five things</p>	60	4

<p>to take care of / to give more importance to 1.4.1: Knowing & Dealing with Contracts & Laws 1.4.2: Dealing with Vendors, Key Customers & Business Partners with long term objective 1.4.3: Developing Team & Retaining Key Talent 1.4.4: Dealing with Collections, Cash Flow & Profitability 1.4.5: Continuous Scanning of Market & Leading Change / Transformation Management</p> <p>Unit 2: Business Acumen 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</p> <p>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</p> <p>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</p>		
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	<p>the cash flow and other financial projections.</p> <p>4.2.10: History of the business (where applicable).</p> <p>4.3: How to Prepare a 5 Point Concise Business Plan</p> <p>4.3.1: The Strategic Plan: Forming the Heart of Your Story.</p> <p>4.3.2: The Operational Plan: Bringing Your Plan to Life.</p> <p>4.3.3: The Organizational Plan: Defining Your Company Structure.</p> <p>4.3.4: The Resources Plan: Analysing the Support You Need to Put Your Plan Into Action</p> <p>4.3.5: The Contingency Plan: Taking Evasive Action in a Crisis Situation</p> <p>4.4: Selling your Business Plan</p>		
4.28	<p>CHILD & ADOLESCENT CONSULTING:</p> <p>Unit 1: Introduction to & Key Aspects of Child & Adolescent Consulting & Counselling</p> <p>1.1: Historical & Contextual Trends in Counselling Children & Adolescents</p> <p>1.2: Consulting & Counselling needs of Children and Adolescents</p> <p>1.3: Legal & Ethical Issues in Counselling & Consulting Children & Adolescents</p> <p>1.4: Culturally Responsive Consulting</p> <p>1.5: Attachment, Trauma & Repair from Infant to Adolescent Development:</p> <p>Counselling Implications from Neurobiology</p> <p>1.6: Characteristics of Child and Adolescent Consultant</p> <p>Unit 2: Counselling Process: Implications for Child & Adolescent Counselling</p> <p>2.1: Locations of Needs (School, Family, Residential care, Community)</p> <p>2.2: Nature of Issues (Emotional, Behavioural, Conduct, Developmental, Learning)</p> <p>2.3: The Counselling Process</p> <p>2.4: Counselling Theories & Approaches</p> <p>2.4.1: Psychodynamic Theories</p> <p>2.4.2: Humanistic Approaches</p> <p>2.4.3: Cognitive Behavioural Approaches</p> <p>2.4.4: Family & Organization System Approaches</p> <p>2.4.5: Constructivist Approaches</p> <p>Unit 3: Consulting / Counselling Practice: Specifics for Child & Adolescent Counselling</p> <p>3.1: Consulting / Counselling with Very Young Children (Age: Up to 4) & their Families</p> <p>3.2: Consulting / Counselling with Young Children (Age: 5 - 8) & their Families</p> <p>3.3: Consulting / Counselling with Older Children (Age: 9 - 11)</p> <p>3.4: Consulting / Counselling with Young Adolescents (Age: 12 - 14)</p> <p>3.5: Consulting / Counselling with Older Adolescents (Age: 15 - 19)</p> <p>3.6: Consulting / Counselling Emerging Adults (Age: 18 - 21)</p> <p>3.7: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?</p> <p>Unit 4: Some Challenging Contexts</p> <p>4.1: Working with Child Abuse & Neglect</p> <p>4.2: Working with Children & Adolescent with Disabilities & Healthcare Needs</p> <p>4.3: Working with Suicidal Adolescents</p> <p>4.4: Special Needs Children including intellectually different students</p>	60	4

	<p>(the gifted and the mentally handicapped)</p> <p>4.5: Specific Issues in Specific Education Settings</p> <p>List for Reference:</p> <p>Counselling Children & Adolescents in Schools: Sage Publications - Hess, Magnuson & Beeler (2012)</p> <p>Counselling Children: A Practical Introduction: 3rd Ed., Sage Publications - Kathryn Geldard & David Geldard (2008)</p> <p>Adolescent Counselling Psychology: Theory, Research & Practice: Routledge -Terry Hanley & Neil Humphrey (2013)</p>		
4.29	<p>SUCCESSION PLANNING & MANAGEMENT:</p> <p>Unit 1: Fundamentals of Succession Planning & Management (SP&M)</p> <p>1.1: Defining Succession Planning and Management (SP&M)</p> <p>1.1.1: Distinguishing SP&M from Replacement Planning, Workforce Planning, Talent Management and Human Capital Management</p> <p>1.2: Making the Business Case for Succession Planning and Management</p> <p>1.2.1: Case Study on succession Planning</p> <p>1.2.2: Reasons for a Succession Planning and Management Program</p> <p>1.2.3: Reasons to Launch Succession Planning and Management Depending on Global Location</p> <p>1.2.4: Ensuring Leadership Continuity in Organizations</p> <p>1.3: The Most Famous Question in Succession: To Tell or Not To Tell</p> <p>1.4: Management Succession Planning, Technical Succession Planning or Social Network Succession Planning: What Are You Planning For?</p> <p>1.5: Best Practices and Approaches in SP&M</p> <p>1.6: Trends Influencing Succession Planning and Management</p> <p>Unit 2: Preparation for SP&M Program</p> <p>2.1: Key Characteristics of Effective SP&M Program</p> <p>2.1.1: Common Mistakes and Missteps to Avoid</p> <p>2.1.2: Case Study in failure of SP&M Program</p> <p>2.2: Life cycle of SP&M Programs</p> <p>2.3: Competency Identification, Values Clarification, and Ethics</p> <p>2.3.1: Key Steps for a Fifth-generation Approach to SP&M</p> <p>2.3.2: How to conduct and use Competency Identification Studies for SP&M</p> <p>2.3.3: Newest Developments in Identification, Modelling and Assessment of: Competencies, Values & Ethics</p> <p>2.4: Making the Case for Major Change</p> <p>2.4.1: Assessing Current Problems and Practices</p> <p>2.4.2: Demonstrating the Need</p> <p>2.4.3: Determining Organizational Requirements</p> <p>2.4.4: Linking SP&M Activities to Organizational and Human Resource Strategy</p> <p>2.5: Benchmarking Best Practices and Common Business Practices in Other Organizations</p>	60	4

	<p>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.</p> <p>Unit 3: Assessing the Present & Future</p> <p>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</p> <p>Unit 4: Operating and Evaluating an SP&M Program</p> <p>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?</p>		
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	<p>4.4.2: Who Should Be Retained? 4.4.3: What Common Misconceptions Exist in Managing Retention Issues? 4.4.4: Using a Systematic Approach to Increase the Retention of Talented People 4.5: Using Technology to Support SP&M Programs 4.5.1: Online and High-Tech Methods 4.6: Evaluating SP&M Programs 4.6.1: What Metrics Should Be Used to Evaluate SP&M Programs? 4.6.2: What Should Be Evaluated? 4.6.3: How Should Evaluation Be Conducted? 4.6.4: How Can SP&M Be Evaluated with the Balanced Scorecard and HR Dashboards?</p> <p>Reference</p> <p>Succession Planning That Works: The Critical Path of Leadership Development: Friense Press - Michael Timms (2016) The Leadership Pipeline: How to Build the Leadership Powered Company: 2nd Ed., Josse-Bass - Ram Charan, Stephen Drotter & James Noel (2011)</p>		
4.30	<p>BUSINESS & CORPORATE COMMUNICATION SKILLS:</p> <p>Unit 1. Business Communication Foundations 1.1: Understanding Why Communication Matters 1.1.1: Communication Is Important to Your Career 1.1.2: Communication Is Important to Your Company 1.1.3: What Makes Business Communication Effective? 1.2: Communicating as a Professional 1.2.1: Understanding What Employers Expect from You 1.2.1: Communicating in an Organizational Context 1.2.3: Adopting an Audience-Centered Approach 1.3: Exploring the Communication Process 1.3.1: The Basic Communication Model 1.3.2: The Social Communication Model 1.3.3: Improving Listening Skills 1.4: Committing to Ethical Communication 1.4.1: Distinguishing Ethical Dilemmas from Ethical Lapses 1.4.2: Making Ethical Choices 1.5: Mastering Nonverbal Communication Skills 1.6: Spoken English Skills 1.6.1: Do's & Don'ts 1.6.2: Business Spoken English Protocols</p> <p>Unit 2: Advanced Aspects of Business Communication 2.1: Enhancing Your Sensitivity to Culture and Diversity 2.1.1: The Advantages and Challenges of a Diverse Workforce 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</p>	60	4

	<p>2.4: Making Your Meetings More Productive 2.5: Business Writing Process 2.6: Professional Presentation</p> <p>Unit 3. The Dimensions of Corporate Communication 3.1: Introduction 3.1.1: Establishing the Scope of Corporate Communication 3.1.2: Reasons to use Corporate Communication 3.1.3: Dimensions of Corporate Communication 3.1.4: The Roles and Tasks of Corporate Communication 3.2: Corporate Communication Activities 3.3: Integrated Corporate Communication 3.4: Contexts for Corporate Communication 3.4.1: The influence of culture on corporate communication 3.4.2: Communication Climate 3.4.3: Communicating Corporate Objectives: vision and mission 3.4.4: Communicating Corporate Responsibility 3.5: Criteria for effective Corporate Communication 3.5.1: Messages and organisational positioning</p> <p>Unit 4. Symbols, Tools, Media & Methods of Corporate Communication 4.1: Introduction 4.1.1: Message Framing 4.1.2: The use of Symbols in developing Corporate Reputation 4.2: Rebranding for Strategic Change 4.3: The Tools for Corporate Communication 4.4: Media for Corporate Communication 4.4.1: Using Media to Differentiate and Grow 4.5: Methods, Types & Sensitivities in Corporate Communication 4.5.1: Investor Relations 4.5.2: Public Affairs 4.5.3: Lobbying 4.5.4: Internal Communications 4.5.5: Managing Customers - Media Relations 4.5.6 Issues Management 4.5.7: Defensive or Crisis Communications 4.6: Measuring Corporate Communication</p> <p>List for Reference</p> <p>Communicating: A Social, Career & Cultural Focus: 12th Ed., Pearson - Berko, Wolvin A., Wolvin D., Aitken (2008)</p> <p>Business & Professional Communication: 2nd Ed., Pearson - Steven Beebe & Timothy Mottet (2013)</p> <p>The Art of Communicating: Harper One - Thick Nhat Hanh (2013)</p> <p>Listening & Human Communication in the 21st Century: Wiley Blackwell - Andrew D. Wolvin (2010)</p>		
4.31	CONSUMER BEHAVIOURAL INTELLIGENCE:	60	4

Unit 1: Introduction Consumer Behavior

1.1: Background to Consumer / Buyer Behavior
1.2: The Role of Information & Marketing Research in Understanding Buyer Behavior
1.3: The Importance of Understanding Buyer Behavior
1.4: Changing Consumer Demands & Behavior 1.4: Case Study Discussion

Unit 2: Psychological Introduction Consumer Behavior

2.1: Drive. Motivation & Hedonism
2.2: Goals, Risk & Uncertainty
2.3: Personality & Self-Concept
2.4: Perception
2.5: Learning
2.6: Attitude Formation
2.7: Attitude Change

Unit 3: Sociological Issues in Consumer Behavior

3.1: The Environment, Class, Culture & Diversity
3.2: Psychographic: Values, Personality & Lifestyles
3.3: Peer & Reference Groups
3.4: The Family

Unit 4: Decisions & Their Aftermath

4.1: New & Repeat Buying Behavior
4.2: Innovation
4.3: High Involvement Purchase Behavior
4.4: Post Purchase Behavior
4.5: Services Markets
4.6: Behavioural Segmentation
4.7: Organizational Buying Behaviour
4.8: Consumer Behaviour & The Marketing Mix
4.9: Case Study Discussion

List for Reference:

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

- Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008)

Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "Ovidius" University Annals, Economic Sciences Series, 11 (2), 837-841 - Daniela, M. A. (2011)

The seven sins of consumer psychology. Journal of Consumer Psychology, 23 (4), 411-423 - 3. Pham, M. T. (2013)

Consumer Behaviour. UK: Edinburgh Business School - Priest, J., Carter, S., & Statt, D. A. (2013)

The dynamics of consumer behavior: A goal systemic perspective. Journal of Consumer Psychology, 22 (2), 208-223 - Kopetz, C. E., Kruglanski, A. W., Arens, Z. G., Etkin, J., & Johnson, H. M. (2012)

	<p>Social Influence and Consumer Behaviour. New York: The Psychology Press -Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013)</p> <p>Qualitative Consumer and Marketing Research. Los Angeles: SAGE Publications -Belk, R. W., Fischer, E & Kozinets R. V. (2013)</p> <p>Handbook of Qualitative Research Methods in Marketing. USA: Edward Elgar - Belk, R. W. (Ed.) (2006)</p>		
4.32	<p>GROUP CONSULTING THEORIES & TECHNIQUES:</p> <p>Unit 1: Introduction to Group Consulting / Counselling 1.1: Group vs. Individual Counselling 1.2: Goals, Functions and Definitions of: Group guidance, Group Counselling & Group Therapy 1.3: Types of Groups 1.4: Self Help Groups 1.4.1: Group Members as Therapist 1.5: Psychotherapy & Counselling Groups: Some Overlap 1.6: Benefits of Group Counselling</p> <p>Unit 2: Theoretical Approaches to Group Counselling 2.1: Psychodynamic 2.2: The Jungian Perspective 2.3: Adlerian Group work 2.4: The Person-centered Approach 2.5: Gestalt Therapy in Groups 2.6: Psychodrama 2.7: Transactional Analysis 2.8: Behavioural Therapy in Groups 2.9: Rational Emotive Behavioural Therapy & CBT 2.10: Skills Training Lab</p> <p>Unit 3: Consulting Skills in the Group 3.1: Common Skills: Listening, Paraphrasing, Questioning & Summarizing 3.2: Coordinating, Linking & Monitoring 3.3: Self Disclosure 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: Case Study Discussion & Role Plays on Coaching Skills in the Group</p> <p>Unit 4: Practice of Group Consulting 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: Various Issues, Defense Mechanisms & Problem Situations in</p>	60	4

	<p>Groups</p> <p>4.3.1: Case Study Discussions & Study of Videos</p> <p>4.4: Group Consulting & Counselling Techniques for Specific Groups</p> <p>4.4.1: Children,</p> <p>4.4.2: Adolescents,</p> <p>4.4.3: Couples,</p> <p>4.4.4: Divorce Groups</p> <p>4.4.5: Older Clients,</p> <p>4.4.6: Addiction Groups</p> <p>4.4.7: Case Study Discussion on each type of Specific Group</p> <p>4.5: When to refer client to a qualified practicing Psychologist / Psychotherapist / Psychiatrist?</p> <p>List for Reference:</p> <p>Groups Process and Practice: 7th Ed., Thomson: Brooks/Cole - Corey, M.S., Corey, Gerald (2006)</p> <p>Approaches to Group Work: A Handbook for Practitioners. London: Prentice Hall -Capuzzi, Dave (2002).</p> <p>Intentional group counselling: A micro skill approach. Belmont CA: Wadsworth - Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001)</p> <p>'The Future of Cognitive Behaviour and Rational Emotive Behaviour Therapy': Palmer and Varma - Ellis A. (1997)</p>		
4.33	<p>ANTHROPOLOGY: GLOBAL CULTURAL SENSITIVITY & DIVERSITY:</p> <p>Unit 1: Culture</p> <p>1.1: Concept</p> <p>1.2: Characteristics of Culture</p> <p>1.2.1: Culture Is Learned</p> <p>1.2.2: Culture Is Shared</p> <p>1.2.3: Culture Is Symbolic</p> <p>1.2.4: Culture Is Integrated</p> <p>1.2.5: Culture Is Dynamic</p> <p>1.2.6: Culture Is All-Encompassing</p> <p>1.3: Aspects of Culture</p> <p>1.3.1: Values</p> <p>1.3.2: Beliefs</p> <p>1.3.3: Norms</p> <p>1.3.4: Ideal versus Real</p> <p>Culture 1.4: Cultural Diversity 1.4.1: Food and Diversity 14.2: Dress Codes and Symbolism</p> <p>1.4.3: Ethnicity</p>	60	4

	<p>1.5: Origins of Culture & Culture's Evolutionary Basis 1.5.1: What We Share with Other Primates 1.5.2: We Differ from Other Primates 1.6: Universality, Generality, and Particularity 1.7: Culture and the Individual 1.8: Multicultural World & Globalization</p> <p>Unit 2. Cultural Diversity</p> <p>2.1: Language & Communication 2.2: Culture & Nature: Interacting with Environment 2.3: Exchange in Economic Systems 2.4: Marriages & Families 2.5: Kinship & Descent 2.6: Personality & Gender in Comparative Perspective 2.7: The Organization of Political Life & Power 2.8: Social Inequality & Stratification 2.9: Religion, Spirituality & Worldview 2.10: Art, Aesthetic & Sports</p> <p>Unit 3. Anthropology</p> <p>1.1: Humanity 1.1.1: Adaptation, Variation, and Change 1.1.2: Culture: Cultural Forces Shape Human Biology 1.2: The Four Sub-disciplines of Anthropology 1.2.1: Cultural Anthropology 1.2.1.1: Ethnography 1.2.1.2: Ethnology 1.2.2: Archaeological Anthropology 1.2.3: Biological, or Physical, Anthropology 1.2.4: Linguistic Anthropology 1.3: Our Focus: Cultural Anthropology: Distinctive Features of Cultural Anthropology 1.4: Holistic Anthropology, Interdisciplinary Research, and the Global Perspective 1.5: Anthropological Explanations 1.5.1: The Scientific Method 1.5.2: Anthropology and the Humanities 1.6: Why Study Anthropology? 1.6.1: Critical Thinking and Global Awareness</p> <p>Unit 4. Method, Theory & Application of Cultural Anthropology</p> <p>1.1: Ethnography: Introduction 1.2: Ethnographic Techniques 1.2.1: Observation and Participant Observation 1.2.2: Conversation, Interviewing, and Interview Schedules 1.2.3: The Genealogical Method 1.2.4: Key Cultural Consultants 1.2.5: Life Histories 1.2.6: Problem-Oriented Ethnography 1.2.7: Longitudinal Research 1.2.8: Team Research 1.3: Ethnographic Perspectives 1.3.1: Emic and Etic 1.3.2: Expansion in Analytic Scale 1.3.3: Online Ethnography 1.4: Ethical Issues .4.1: The Code of Ethics</p>		
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	<p>1.4.2: Anthropologists and Terrorism 1.5: Theories in Cultural Anthropology 1.6: Applied Anthropology 1.6.1: The Role of the Applied Anthropologist 1.6.2: Applied Anthropology Today 1.6.2.1: Anthropology and Education 1.6.2.2: Urban Anthropology: Urban Vs Rural 1.6.2.3: Medical Anthropology 1.6.2.4: Public & anthropology 1.6.2.4.1: Case Study on Culturally Appropriate Marketing 1.6.2.5: Anthropology and Business 1.6.2.6: Careers and Anthropology</p> <p>List for Reference</p> <p>Cultural Anthropology: Global Forces, Local Lives: 3rd Ed., Routledge - Jack David Eller (2016)</p> <p>Anthropology: A Global Perspective: 7th Ed., Pearson - Raymond Scupin & Christopher DeCorse (2012)</p> <p>Cultural Anthropology: 2nd Ed., Baker Academic - Paul G. Hiebert (1983)</p> <p>Culture & Values: A Survey of the Humanities: 7th Ed., Wadsworth Cengage Learning - Lawrence Cunningham & John Reich (2010)</p>		
4.34	<p>CORPORATE CULTURE:</p> <p>Unit 1. Concept of Organization / Corporate Culture 1.1: What is Corporate Culture 1.1.1: Key Concepts of Organization Culture 1.2: What Corporate Culture is <i>Not</i> 1.3: Three Perspectives on Corporate Culture 1.3.1: The Integration Perspective 1.3.2: The Differentiation Perspective 1.3.3: The Fragmentation Perspective 1.4: Can Culture be Learned? 1.5: Importance of Corporate Culture 1.6: Case Study Discussion</p> <p>Unit 2. Measurement of Organization / Corporate Culture 2.1: Quantitative Methods 2.2: Qualitative Methods 2.3: Mixed Methods 2.4: The Process of Measurement of Corporate Culture 2.5: Case Study Discussion</p> <p>Unit 3. Organization / Corporate Culture & It's Impact 3.1: Organization Culture & Identity 3.2: Organization Culture & Performance 3.3: Organization Culture & Organization Strategy 3.3.1: Aligning Strategy & Culture 3.3.2: Case Study Discussion 3.4: Organization Culture & Team Work 3.5: Organization Culture & Leadership 3.6: You & Organization Culture: Application of Emotional & Behavioural</p>	60	4

	<p>Intelligence</p> <p>Unit 4: Managing Organization Culture</p> <p>4.1: Culture as a Constraint 4.2: Multiple Level Shaping & Ambiguity of Culture 4.3: Management of Key Dimensions of Corporate Culture 4.4: Leading Culture Change & Transformations 4.5: When Cultures Meet: Acquisitions, Mergers, Joint Ventures & Other Multicultural Collaborations 4.6: Application of Emotional Intelligence & Human Relations in Management of Organization Culture 4.7: Case Study Discussion</p> <p>Books for reference</p> <p>Corporate Culture & Performance: The Free Press (A Divn of Simon & Schuster Inc) - John P. Kotter (1992)</p> <p>Organization Culture: Vol. 8: Psychology Press - Karel De Witte & Jaap Van Muijen (2000)</p> <p>Organization Culture & Leadership: John Willey & Sons - Edgar H. Schein (2006)</p>		
4.35	<p>INNOVATION & ENTREPRENEURSHIP:</p> <p>Unit 1. Innovation</p> <p>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 Corning Gorilla Glass 1.2.2.2: Case Study of Apple iPad 1.2.2.2: Product System 1.2.2.2.1: Case Study of Microsoft 1.2.2.2.2: Case Study of McDonalds 1.2.3: Experience:</p>	60	4

	<p>1.2.3.1: Service 1.2.3.1.1: Case Study of Zappos / Amazon 1.2.3.1.2: Case Study of Airbnb 1.2.3.2: Channel 1.2.3.2.1: Case Study of Dell 1.2.3.2.2: Case Study of Nespresso 1.2.3.3: Brand 1.2.3.3.1: Case Study of Ginger 1.2.3.3.2: Case Study of Intel 1.2.3.4: Customer Engagement 1.2.3.4.1: Case Study of Apple 1.2.3.4.2: Case Study of Barbeque Nation</p> <p>Unit 2. The Techniques of Innovation 2.1: Principles 2.1.1: Go beyond products 2.1.2: Integrate multiple innovation types / Work across 2.1.3: Spot the shifts & Recognize patterns 2.2: Techniques of Innovation 2.2.1: Techniques for Profit Model 2.2.2: Techniques for Network 2.2.3: Techniques for Structure 2.2.4: Techniques for Process 2.2.5: Techniques for Product Performance 2.2.6: Techniques for Product System 2.2.7: Techniques for Service 2.2.8: Techniques for Channel 2.2.9: Techniques for Brand 2.2.10: Techniques for Customer Engagement</p> <p>Unit 3. The Practice of Innovation in Entrepreneurship 3.1: Entrepreneurship in true sense 3.1.1: Is every new small business an Entrepreneurship venture? 3.1.2: Is Entrepreneurship a behaviour rather than personality trait? 3.1.3: Is Entrepreneurship & Innovation a low risk? 3.1.4: Systematic Entrepreneurship 3.2: Purposeful Innovation and the Seven Sources for Innovative Opportunity 3.2.1: Source: The Unexpected 3.2.2: Source: Incongruities 3.2.3: Source: Process Need 3.2.4: Source: Industry and Market Structures 3.2.5: Source: Demographics 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</p> <p>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</p>		
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	<p>3.3: Entrepreneurship Strategies 3.3.1: "Fustest with the Mostest" 3.3.2: "Hit Them Where They Ain't" 3.4: Ecological Niches 3.4.1: The Toll-gate Strategy 3.4.2: The Specialty Skill Strategy 3.4.3: The Specialty Market Strategy 3.5: Opportunity in Changing Values and Characteristics 3.5.1: By Creating Customer Utility 3.5.2: By Pricing; 3.5.3: By Adaptation to the Customer's Social and Economic reality; 3.5.4: By Delivering what represents True Value to the customer.</p> <p>List for Reference</p> <p>Business Innovation for Dummies: Willey Publishing - Alexander Hiam (2010) The Art of Innovation: Doubleday - Thomas Kelly & Jonathan Littman (2001) Disrupt Yourself: Biblimotion Inc. - Whitney Johnson (2015) Entrepreneurship: Howard Books - Dave Ramsey (2011)</p> <p>Entrepreneurship: A Very Short Introduction: Oxford - Paul Westhead & Mike Wright (2013)</p>		
4.36	<p>PROJECT WORK IN EMOTIONAL INTELLIGENCE, HUMAN RELATIONS & ORGANIZATION SUCCESS:</p> <p>UNIT 1: To prepare a format of the Project report, Questionnaires & Interview Check-lists: Detailed preparation before approaching shortlisted companies so that, the interaction will be managed time efficiently & professionally.</p> <p>UNIT 2: Establish contact with the Company & Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company & align with them on the Project Topic & Objectives & then, take appointments. Each student to keep a log of such a visits in a prescribed format.</p> <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives & should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the company executives & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'</p>		10

4.37	<p>PROJECT WORK IN ORGANIZATIONAL BEHAVIOURAL INTELLIGENCE & PROFITABILITY:</p> <p>UNIT 1: To prepare a format of the Project report, Questionnaires & Interview Check-lists: Detailed preparation before approaching shortlisted companies so that, the interaction will be managed time efficiently & professionally.</p> <p>UNIT 2: Establish contact with the Company & Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company & align with them on the Project Topic & Objectives & then, take appointments. Each student to keep a log of such a visits in a prescribed format.</p> <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives & should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the company executives & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'.</p>		10
4.38	<p>SUCCESSFUL STRATEGY EXECUTION:</p> <p>UNIT 1: To prepare a format of the Project report, Questionnaires & Interview Check-lists: Detailed preparation before approaching shortlisted companies so that, the interaction will be managed time efficiently & professionally.</p> <p>UNIT 2: Establish contact with the Company & Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company & align with them on the Project Topic & Objectives & then, take appointments. Each student to keep a log of such a visits in a prescribed format.</p> <p>UNIT 3: Interaction with the Company: Visit Company for interactions, attend team meetings as an observer, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Industry Executives & should take a Feedback (in writing) from them on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the company executives & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'.</p>		10
4.39	<p>SUCCESS FACTORS IN ENTREPRENEURSHIP:</p> <p>UNIT 1: To prepare a format of the Project report, Questionnaires & Interview Check-lists: Detailed preparation before approaching</p>		10

	<p>shortlisted companies so that, the interaction will be managed time efficiently & professionally.</p> <p>UNIT 2: Establish contact with the Company Owners / Entrepreneurs & Take Appointments for Interactions: Through college 'Industry interaction Cell', establish contact with the shortlisted company & align with them on the Project Topic & Objectives & then, take appointments. Each student to keep a log of such a visits in a prescribed format.</p> <p>UNIT 3: Interaction with the Company / Entrepreneurs: Meet Entrepreneurs for interactions, conduct interviews & work along with the executives of the company on project topic. Each Student need to follow Do's & Don'ts while interacting with the Entrepreneurs & should take a Feedback (in writing) from them or their personal Assistance on their 'Satisfaction while interacting with the Student' & should submit it to college faculty.</p> <p>UNIT 4: Project Report: Each student to prepare a Project Report & get it validated by the Entrepreneur & college faculty. Project Report to be prepared in a set structure explained to them as a 'Model Project Report Format'</p>		
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MARKS	GRADE POINTS	GRADE
75 TO 100	7.5 TO 10.0	O
65 TO 74	6.5 TO 7.49	A
60 TO 64	6.0 TO 6.49	B
55 TO 59	5.5 TO 5.99	C
50 TO 54	5.0 TO 5.49	D
0 TO 49	0.0 TO 4.99	F (FAILS)

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

The Semester Grade Point Average (SGPA) will be calculated in the following manner:
 $SGPA = \frac{CG}{C}$ 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 = CG / C for all semesters taken together.

R. _____ PASSING STANDARD FOR ALL COURSES :

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

R. _____

- A. Carry forward of marks in case of learner who fails in the Internal Assessments and/ or Semester-end examination in one or more subjects (whichever component the learner has failed although passing is on total marks).
- B. A learner who PASSES in the Internal Examination but FAILS in the Semester-end Examination of the Course shall reappear for the Semester-End Examination of that Course. However his/her marks of internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- C. A learner who PASSES in the Semester-end Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that Course. However his/her marks of Semester-End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing

R. _____ ALLOWED TO KEEP TERMS (ATKT)

- A. A learner shall be allowed to keep term for Semester II irrespective of number of heads/courses of failure in the Semester I.
- B. A learner shall be allowed to keep term for Semester III wherever applicable if he/she passes each of Semester I and Semester II.

OR

- C. A learner shall be allowed to keep term for Semester III wherever applicable irrespective of number of heads/courses of failure in the Semester I & Semester II.
- D. A learner shall be allowed to keep term for Semester IV wherever applicable if he/she passes each of Semester I, Semester II and Semester III.

OR

- E. A learner shall be allowed to keep term for Semester IV wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, and Semester III
- F. A learner shall be allowed to keep term for Semester V wherever applicable if he/she passes each of Semester I, Semester II, Semester III and Semester IV.

OR

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

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

OR

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