

Course Code	Course Name	Category	L	T	P	Credit
20MBA211	DYNAMICS OF TRAINING AND EXECUTIVE DEVELOPMENT	Elective	3	0	0	3

Preamble: This course is designed to examine and develop theoretical and applied perspectives of training and development, needs assessment, design, development, delivery and evaluation of training and development in the organization. Emphasis is given in specific development of learning and performance outcomes throughout the training and development process.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Examine the training need of the organisations in the light of established theories
CO 2	Analyse the various models of Training and Development
CO 3	Design the appropriate training programmes
CO 4	Apply different kinds of training evaluation techniques
CO 5	Use the possibilities of modern technology in training and development

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2	1	2	3
CO 2	3	3	2	2	3
CO 3	3	2	2	2	3
CO 4	3	2	2	2	3
CO 5	3	3	2	2	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA211- DYNAMICS OF TRAINING AND EXECUTIVE DEVELOPMENT

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. Define Training and Development.
2. State various aspects of learning cycle.
3. Interpret the concept 'Learning Organization'.
4. What is CIPP Model?
5. State the relevance of Learning Management System.

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Discuss Training Need Analysis and explain various processes and approaches of TNA.
7. Explain learning process and detail the influence of various factors on learning process.
8. 'Designing an effective training Programme demands lot of physical and intellectual measures' Explain various dimensions of training design.
9. Elaborate on the significance of training evaluation. Explain in detail any two training evaluation models you consider as effective.
10. 'Information technology has revolutionized the training and development scenario' Justify it with suitable IT applications in different elements of training system.

(3x10 marks = 30 marks)

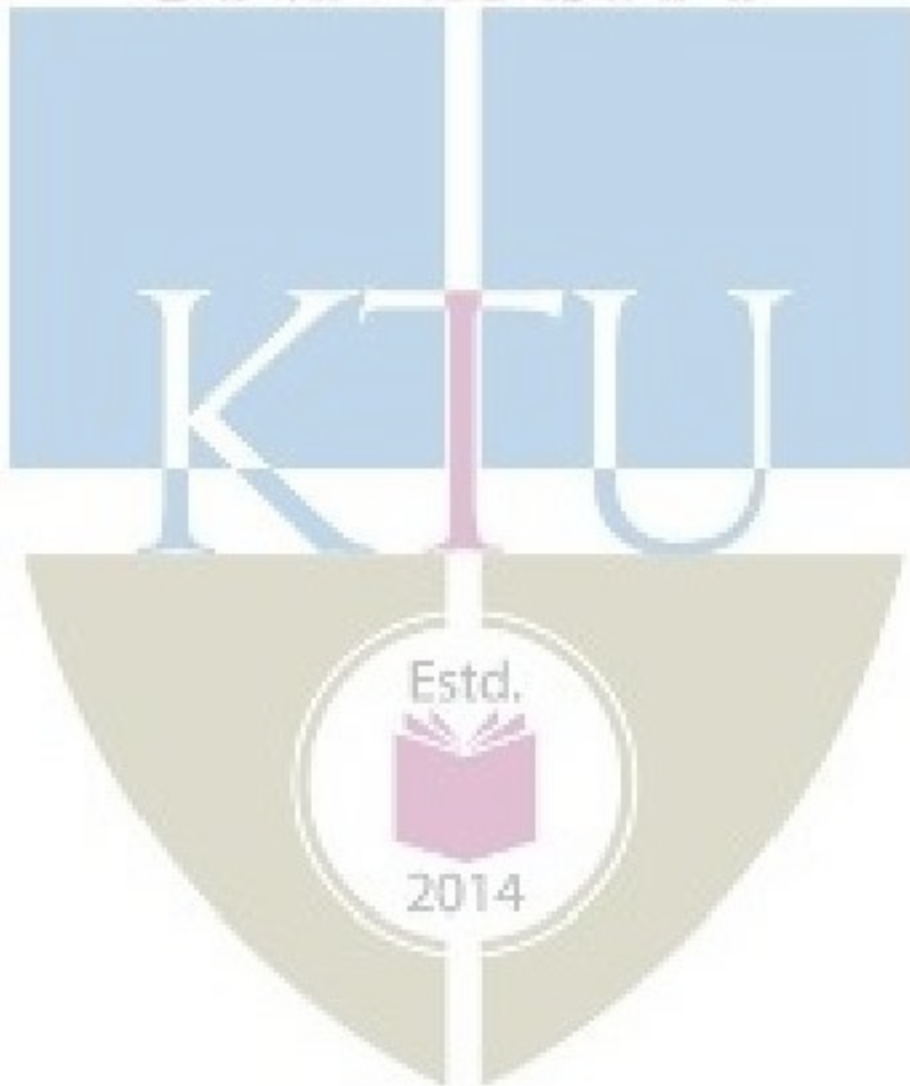
PART C

Answer *all* the questions. This section carries 20 marks

11. Kochi Metro Rail Ltd is performing reasonably well but they planning to elevate its service standards to the international level. You are the training consultant of Kochi Metro how will you go ahead with this project Prepare a plan for TNA, Training Design, Delivery and Evaluation.

(1x20 marks = 20 marks)

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Syllabus	
Module 1	<p>Overview of Training & Development: Overview, the changing organizations, employee training scenario – India, Asia and global; strategic training; training as a tool for employee performance enhancement; T&D from a change model perspective; models of training - systematic model, the transitional model; understanding learning concepts. Role, competencies of training professionals; training investment leaders, role of HR department in in-house training; organizational characteristics that influence training, role of employees and managers in training; diversity training; cross-cultural training. Training needs analysis: the process and approaches of TNA, team work for conducting training needs analysis, TNA and training process design.</p>
Module 2	<p>T&D Methods & Models: Traditional training methods – presentation methods, lecture, audiovisual techniques, hands-on methods, OJT, self-directed learning, apprenticeship, simulations, case studies, business games, role plays, behaviour modelling, adventure learning, team training, action learning; e-learning, MOOCs (Massive Open Online Course), Platforms; Employee development – issues and challenges in Training & Development. Models of organizing training – Faculty model, customer model, matrix model, corporate university model, business embedded model. Learning theories – Reinforcement theories, social learning theory, goal theories – goal setting theory, goal orientation; Need theories – expectancy theory, adult learning theory, information processing theory; Learning process – mental and physical process, the learning cycle, Kolbe’s Learning inventory, Age influence on learning, instructional emphasis for learning outcomes.</p>
Module 3	<p>Training Program designing: Understanding & developing the objectives of training, facilitation of training with focus on trainee (motivation of trainee, reinforcement, goal setting), training with focus on training design (learning environment, pre-training communication etc); Designing effective training programs – selecting and preparing the training site, training room, seating arrangements, choosing trainers, designing document, course or lesson plan; Applications of transfer of training theory – Theory of identical elements, stimulus generalization approach, cognitive theory of transfer; Factors influencing transfer, climate for transfer, manager support, peer support, opportunity to perform, technological support; Organizational environments that encourage transfer – The Learning Organization, knowledge and knowledge management – keys for effective knowledge management.</p>
Module 4	<p>Training Evaluation: Formative evaluation, summative evaluation, evaluation process, Outcomes used in the evaluation of training program; Reaction outcome, Learning or cognitive outcomes, behaviour and skill based outcomes; affective outcomes, results, ROI, Models and approach - Kirkpatrick’s model, Jack J Philips Training evaluation model, COMA Model, CIPP Model, IPO Model, TVS approach; evaluating the outcomes; relevance, reliability, discrimination, practicality; evaluation practices; Myers-Briggs Type indicators; evaluation designs – types, calculating ROI, Determining costs, benefits, cost-benefit analysis; measuring human capital and training activity.</p>

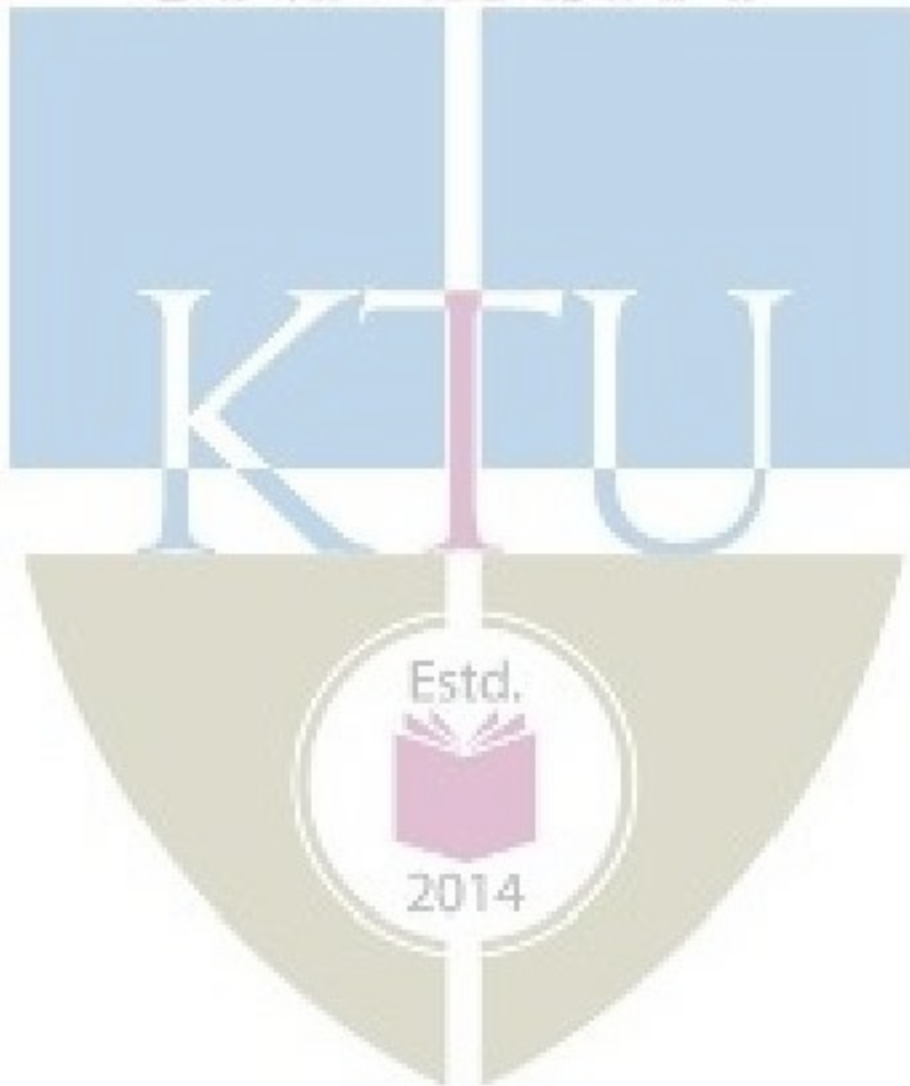
Module 5	<p>Modern technology utilization for Training: Computer-based teaching and learning, web-based training, e-learning and learning portals; Advantages of online learning, effectiveness of online learning; blended learning, simulation, virtual reality, virtual worlds, advantages and disadvantages of virtual learning; mobile technology and training, use of Smartphone in learning; Intelligent tutoring systems; expert systems, group wave, electronic performance support systems; technology for training administration – interactive voice technology, imaging; Learning management systems (LMS).</p>
Text Book	
<ol style="list-style-type: none"> Noe, R. A., & Kodwani, A. D. (2018). <i>Employee training and development</i>, 7e. McGraw-Hill Education. Blanchard, P. N. (2006). <i>Effective Training, Systems, Strategies, and Practices</i>, 4/e. Pearson Education India. Buckley, R., & Caple, J. (2009). <i>The theory and practice of training</i>. Kogan Page Publishers. Lynton, R. P., & Pareek, U. N. (1990). <i>Training for Organizational Transformation</i>. Sage Publications. 	
References and Suggested Readings	
<ol style="list-style-type: none"> Thorne, K., & Mackey, D. (2004). <i>Handbook of Training</i>. Crest Publishing House. RAE, L. (1991). <i>How to measure Training Effectiveness</i>. Gower. Hampshire. Sutton, R. I., Rao, H., & Rao, H. (2016). <i>Scaling up excellence: Getting to more without settling for less</i>. Random House. Saks, A. (2015). <i>Managing Performance Through Training & Development</i>, (Canadian ed.). Nelson Education. Kruse, K., & Keil, J. (2000). <i>Technology-based training: The art and science of design, development, and delivery</i>. Pfeiffer VanLehn, K. (2006). <i>The behavior of tutoring systems</i>. <i>International journal of artificial intelligence in education</i>, International Journal of Artificial Intelligence in Education Volume, 16(3), 227-265. Shute V.J. & Psotka, J. (1994). <i>Intelligent Tutoring Systems: Past, Present, and Future</i>. 	

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Overview of Training & Development	
1.1	The changing organizations, employee training scenario – India, Asia and Global; Strategic training; Training as a tool for employee performance enhancement; T&D from a change model perspective.	2 Hours
1.2	Models of Training - Systematic Model, The Transitional Model; Understanding Learning Concepts. Role, competencies of training professionals; Training investment leaders, Role of HR department in In-house training; organizational characteristics that influence training.	3 Hours
1.3	Role of employees and managers in training; Diversity training; cross-cultural training. Training Needs Analysis: The process and approaches of TNA, Team Work for conducting, Training Needs Analysis, TNA and	2Hours

	Training Process Design.	
2	T&D Methods and Models	
2.1	Traditional training methods – presentation methods, lecture, audio-visual techniques, hands-on methods, OJT, self-directed learning, apprenticeship, simulations, case studies, business games, role plays, behaviour modelling, adventure learning, team training, action learning.	2Hours
2.2	E-learning, MOOCs (Massive Open Online Course) Platforms; Employee development, issues & challenges in training & development. Models of organizing training - faculty model, customer model, matrix model, corporate university model, business embedded model.	2 Hours
2.3	Learning theories – Reinforcement theories, social learning theory, goal theories – goal setting theory, goal orientation; Need theories – expectancy theory, adult learning theory, information processing theory; Learning process – mental and physical process, the learning cycle, Kolbe’s Learning inventory, Age influence on learning, instructional emphasis for learning outcomes.	3 Hours
3	Training Program and Designing	
3.1	Understanding & developing the objectives of training, facilitation of training with focus on trainee (motivation of trainee, reinforcement, goal setting), training with focus on training design.	2 Hours
3.2	Designing effective training programs – selecting and preparing the training site, training room, seating arrangements, choosing trainers, designing document, course or lesson plan; Applications of transfer of training theory – Theory of identical elements, stimulus generalization approach, cognitive theory of transfer.	3 Hours
3.3	Factors influencing transfer, climate for transfer, manager support, peer support, opportunity to perform, technological support; Organizational environments that encourage transfer- The learning organization, knowledge and knowledge mgmt.- keys for effective knowledge mgmt.	2 Hours
4	Training Evaluation	
4.1	Formative evaluation, summative evaluation, evaluation process, Outcomes used in the evaluation of training program; Reaction outcome, Learning or cognitive outcomes, behaviour and skill based outcomes; affective outcomes, results, ROI.	2 Hours
4.2	Models and approach - Kirkpatrick’s model, Jack J Philips Training evaluation model, COMA Model, CIPP Model, IPO Model, TVS approach; evaluating the outcomes; relevance, reliability, discrimination, practicality; evaluation practices.	3 Hours
4.3	Myers-Briggs Type indicators; evaluation designs, types, calculating ROI, Determining costs, benefits, cost-benefit analysis; measuring human capital and training activity.	2 Hours
5	MODERN TECHNOLOGY UTILIZATION FOR TRAINING	
5.1	Computer-based teaching and learning, web-based training, e-learning and learning portals; Advantages and effectiveness of online learning	3 Hours
5.2	Blended learning, simulation, virtual reality, virtual worlds, advantages and disadvantages of virtual learning; mobile technology and training, Smartphone in learning; Intelligent tutoring systems	3 Hours
5.3	Expert systems, group wave, electronic performance support systems; technology for training administration – interactive voice technology, imaging; Learning management systems (LMS).	2 Hours
	Total	36 hours

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Course Code	Course Name	Category	L	T	P	Credit
20MBA213	DISCOVERY OF SELF & OTHERS	Elective	3	0	0	3

Preamble: The goal of this course is to understand how the effective manager should be in an organization in order to improve both efficiency and quality of employee life. The course will give the students insight into the psychological factors of employee which will directly and indirectly impact their work life or personal Life

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Analyse the competencies that constitute an effective manager
CO 2	Examine and develop the framework for effective time management
CO 3	Apply and perceive emotional intelligence at the workplace
CO 4	Manage stressors and subsequent stress
CO 5	Evaluate and facilitate change and crisis management

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2	2	2	3
CO 2	3	2	2	2	3
CO 3	3	2	2	-	2
CO 4	3	2	1	-	2
CO 5	3	2	2	2	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA213– DISCOVERY OF SELF & OTHERS

Max. Marks: 60

Duration: 3 Hours

PART A

Answer all questions. Each question carries 2 marks.

1. 1. Define Effectiveness and Efficiency.
2. What is urgency priority matrix?
3. What is emotional quotient?
4. What is the Concept of employee wellness?
5. Relate assertiveness with managerial effectiveness?

(5x2 marks = 10 marks)

PART B

Answer any three questions. Each question carries 10 marks

6. Explain Personality structure and levels of consciousness as interpreted in Transactional Analysis.
7. Elaborate on the significance of time management skills for a manager? What are useful tools that can be used for better time management?
8. 'Emotional Intelligence and Interpersonal skills are essential to be an effective person' justify with suitable explanation?
9. 'Managing employee stress is extremely important' explain the concept of stress and its management.
10. 'Crisis management and disaster management are gaining more importance these days' Explain the skills and competencies associated with them?

(3x10 marks = 30 marks)

PART C

Compulsory Question. This question carries 20 marks

11. 'Remaining relevant throughout our professional life is the biggest challenge professionals face'. Discuss few methods and techniques which can be used to remain relevant?

(1x20 marks = 20 marks)

Syllabus	
Module 1	Concept of self, Carl Rogers self-concept, Managerial effectiveness- characteristics of an effective manager- basic managerial skills, productivity, effective decision making, effective communication, participation, interpersonal skills-Transactional Analysis-, ethical managers.
Module 2	Importance of time management- analysis of time, urgency –priority matrix, planning time and resource, setting goals and objectives, planning to achieve goals, creativity, importance of being Creative, developing creativity, enhancing creativity.
Module 3	Emotional intelligence in management; the nature of emotional intelligence; evolution of emotional intelligence; components of emotional intelligence; analyzing the impact of emotions in the workplace; applications of emotional intelligence in the workplace; emotional intelligence in Indian organization; improving emotional intelligence; Interpersonal skill; concept and relevance, introduction to interpersonal skills; methods for developing interpersonal skills.
Module 4	Stress management; kinds of stress- sources of stress, effects of stress strategies for coping with stress maintaining work –life balance spiritually and stress management -managing stress-burnout management-yoga and meditation, trends in stress management- Concept of employee wellness.
Module 5	Remaining relevant: Techniques for Updating Knowledge, Updating Skills Change management skills- assertiveness skills- leadership skills- project management skills-crisis and disaster management skills- teaming skills, identifying and preventing a crisis- resolving the crisis-communication in crisis management.

Text Book
<ol style="list-style-type: none"> 1. Schermerhorn Jr. J. R., Hunt, J. G. & Osborn, R. N. (1991). <i>Managing organizational behavior</i>. Wiley. 2. Luthans, F., (2005). <i>Organizational Behaviour</i>, McGraw Hill International Edition. 3. Daniel Goleman, (2005). <i>Working with Emotional Intelligence</i>. USA: Bantam Books.
References and Suggested Readings
<ol style="list-style-type: none"> 1. Prasad, Colonel V.R.K. (2006). <i>Managerial Effectiveness-Concepts and Cases</i>, ICFAI University Press. 2. Rastogi, P. N. (1996). <i>Managing creativity for corporate excellence</i>. Macmillan India Ltd.

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Managerial Effectiveness	
1.1	Concept of Self - Managerial Effectiveness- Characteristics of an Effective Manager- Basic Managerial Skills.	2Hours
1.2	Productivity, Effective Decision –Making, Effective Communication, Participation.	3 Hours
1.3	Interpersonal Skills-Transactional Analysis-Personality structure, Ego states, transactions, life positions, Ethical managers.	2Hours
2	Time Management	
2.1	Importance of Time Management- Analysis of Time, urgency –priority matrix, Planning Time and Resource.	3 Hours
2.2	Setting Goals and Objectives, planning to Achieve Goals, Creativity, importance of being creative, developing creativity, enhancing creativity.	2 Hours
2.3	Creativity, Importance of Being Creative, Developing Creativity, Enhancing Creativity.	2 Hours
3	Emotional Intelligence	
3.1	The nature of emotional intelligence; evolution of emotional intelligence; components of emotional intelligence.	3 Hours
3.2	Analyzing the impact of emotions in the workplace; applications of emotional intelligence in the workplace; emotional intelligence in Indian organization.	2 Hours
3.3	Improving emotional intelligence; interpersonal skill; introduction to interpersonal skills; Developing interpersonal skills.	2 Hours
4	Stress Management	
4.1	Kinds of stress- sources of stress, effects of stress strategies for coping with stress maintaining.	3 Hours
4.2	work –life balance spiritually and stress management -managing stress-burnout management.	2 Hours
4.3	Yoga and meditation, Employee wellness.	2 Hours
5	Change Management	
5.1	Remaining relevant: Techniques for Updating Knowledge, Updating Skills Change management skills-	2 Hours
5.2	Assertiveness skills- leadership skills- project management skills- - teaming skills,	3 Hours
5.3	Crisis and disaster management skills- Identifying and preventing a crisis- resolving the crisis- communication in crisis management	3 Hours
	Total	36 Hours

Course Code	Course Name	Category	L	T	P	Credit
20MBA215	ORGANIZATIONAL CHANGE AND DEVELOPMENT	Elective	3	0	0	3

Preamble: This course will examine change in the workplace from multiple perspectives. There will be a review of forces and factors shaping today's workplace. This course will attempt to increase the student's awareness and capabilities in operating as a change agent.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Facilitate the organization development and change process in organizations
CO 2	Analyse the organization development process
CO 3	Evaluate different OD Interventions
CO 4	Assess organizational change at various stages business cycle and transform the organization into a learning organization
CO 5	Devise methods to mobilize support and execute change

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	1	2	3
CO 2	2	3	1	-	2
CO 3	3	3	2	2	3
CO 4	3	3	3	3	1
CO 5	3	3	3	3	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
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Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA215– ORGANIZATIONAL CHANGE AND DEVELOPMENT

Max. Marks: 60

Duration: 3 Hours

PART A

Answer all questions. Each question carries 2 marks.

1. Define Organizational Inertia
2. What is Weisbord's Six Box Model?
3. How work life balance is all the more relevant today?
4. Relate Technology and Strategic Change
5. How psychology of persuasion is applied in Change Management?
(5x2 marks = 10 marks)

PART B

Answer any three questions. Each question carries 10 marks

6. Explain different OD techniques and elaborate on the roles and competencies of an OD practitioner.
7. Distinguish organizational change and OD, Outline the process of OD with the steps involved.
8. Elaborate Organizational transformation? What are the steps involved in changing the culture of the organization?
9. What is organizational Learning? Elaborate the 5 elements of Learning organization according to Peter Senge.
10. Illustrate the framework of change implementation, what are the major challenges faced at the time of executing change?
(3x10 marks = 30 marks)

PART C

Compulsory Question. This question carries 20 marks

11. Ever since Amazon went online in 1995, the e-commerce juggernaut has undergone a slew of changes — despite being led by the same man, Jeff Bezos, during the ensuing two-plus decades. When the Seattle-based company first launched its website, all it sold was books. Gradually, Bezos and his team expanded Amazon's offerings to include things like CDs and DVDs. But Amazon never really stopped changing the inventory it sold.

Bezos said he wanted his store to become the world's largest, so he worked hard toward meeting that goal — whether that meant offering new products, launching Amazon Prime, launching Amazon Instant Video ... the list goes on and as on Today, Amazon sells more than 200 million products to customers all over the world. Though for years, Amazon's detractors insisted that the company wasn't making enough profits to justify any investments, that all changed in 2015 when the company posted back-to-back successful quarters. The market responded kindly, and today, Amazon boasts a market valuation of more than \$440 billion. But Bezos isn't anywhere close to done yet. There are talks of Amazon delivering packages via drone. And if that wasn't enough, Bezos recently said he hopes Amazon can produce as many as 16 feature films each year. In 2017, Bezos & his team took home three Oscars. Indeed, it appears as though Amazon is a company that can be characterized as changing constantly. To date, they've been successful, probably because the company is always putting its customers first.

1. Identify the forces operated to have such amazing changes in the company? (6)
2. What are the factors according to you, lead to the successful implementation of the changes? (7)
3. What is the role of leadership in the successful journey of the company? (7)



Syllabus	
Module 1	<p>Overview of Organization, Development and change: Organization– Overview, different perspectives- the strategic design perspective, the political perspective, and the cultural perspective. Organization development, growth and relevance, history and evolution; Theories of planned change, general model of planned change, different types of planned change and critique of planned change; employee behavior and motivation; implications for managing change and OD; The human relations, social; OD and reinventing the organization.</p> <p>Change - Diagnosing change, open systems theory and systems thinking, socio-technical systems theory and work redesign; Red Queen effect, Organizational Inertia; Change levers and organizational change and OD; human performance and the implications for managing change; the role of communication and information in change and OD. Greenfields and Green fielding; OD practitioner role, competencies and professional ethics.</p>
Module 2	<p>OD Process: Initiating OD relationship, contracting and diagnosing the problem; Diagnosing models, open systems, individual level group level and organizational level diagnosis; collection and analysis for diagnostics information, feeding back the diagnosed information.</p> <p>Envisioning change and OD - Organization renewal, planned change; OD and changing organizational culture - Strong and weak organizational cultures and their implications for change; Stakeholder analysis, force field analysis and action research; Weisbord's six box model and creating organizational change for dignity, meaning and community.</p>
Module 3	<p>Designing OD Interventions: Human process interventions – coaching, training and development, process consultation, business process reengineering, third party intervention, and team building; Organization confrontation meeting, intergroup relations intervention and large group intervention, involvement, socio technical systems approach.</p> <p>HRM and Strategic interventions – Performance management, goal setting, performance coaching, appraising and rewarding; career planning, workforce diversity interventions, wellness and work-life balance; Strategic interventions – competitive strategies, collaborative strategies, organizational transformation, culture change, self-designing organizations, learning and knowledge management.</p> <p>Applications of OD – OD in health care organizations, family-owned business, educational institutions.</p>
Module 4	<p>Appreciating Change: External environment as drivers of change, business cycles, industry cycles, technology and strategic change, industry evolution and concentration, developing a change agenda; Cognition and organizational change, mental models, organizational learning, Senge's five disciplines, business models and value propositions, refining the change agenda.</p>

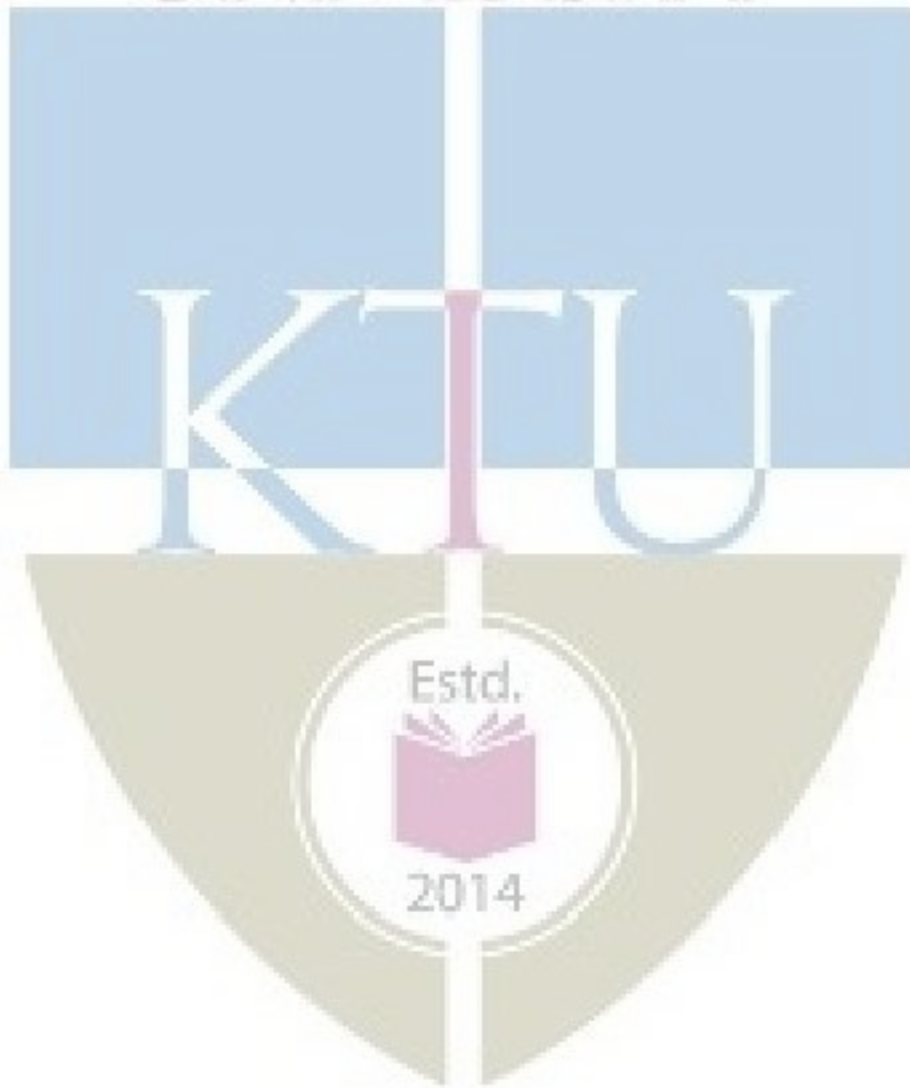
Module 5	<p>Mobilizing support and executing change: Four approaches to change, parallel organization, ownership and involvement in change, dealing with political aspects of change, the psychology of persuasion, communicating to influence, targeting influence efforts, framing change, making difficult choices, negotiating change; Executing change – challenges of execution, execution framework, developing cross functional linkages, aligning policies, and removing structural impediments, developing new routines for innovation and improvement, considering human element.</p>
Text Books	
<ol style="list-style-type: none"> 1. Weisbord, M. R. (2004). <i>Productive workplaces revisited: Dignity, meaning, and community in the 21st century</i>. John Wiley & Sons. 2. Brown, D. R., & Harvey, D. (2006). <i>Organization development</i>. Seven Edition, Pearson Education, 3. D. L. (2019). <i>Organization development: The process of leading organizational change</i>. Sage Publications. 	
References and Suggested readings	
<ol style="list-style-type: none"> 1. Ralphs, L. T. (1996). <i>Organization Development: A Practitioner's Tool Kit</i>. Crisp Pub Incorporated. 2. Cummings, T. G., & Worley, C. G. (2014). <i>Organization development and change</i>. Cengage learning. 3. C.S.G Ramakrishnan and Lalitha Krishnamacharayulu, (2014) <i>Organization Development</i>, Kindle Edition, PHI Learning Private Limited, India. 4. Zimmermann, N. (2011). <i>Dynamics of drivers of organizational change</i>. Springer Science & Business Media. 5. Bell, C. H., French, W. L., & Zawacki, R. A. (2000). <i>Organizational development and transformation: Managing effective change</i>. Boston, MA: McGraw-Hill. 6. Ramnarayan, S., Rao, T. V., & Singh, K. (1998). <i>Organization development: Interventions and strategies</i>. SAGE Publications Pvt. Ltd 7. Vogelsang, J. (Ed.). (2013). <i>Handbook for strategic HR: Best practices in organization development from the OD network</i>. Amacom Books. 8. Cheung-Judge, M. Y., & Holbeche, L. (2011). <i>Organization development: A practitioner's guide for OD and HR</i>. London: Kogan Page. 	

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Overview of organisation; development & change	
1.1	Organization – Overview, different perspectives - the strategic design perspective, the political perspective, and the cultural perspective. Organization development.	2 Hours
1.2	Theories of planned change, general model of planned change, different types of planned change and critique of planned change; employee behavior and motivation; implications for managing change and OD; The human relations, social; OD and reinventing the organization.	2 Hours

1.3	Change - Diagnosing change, open systems theory and systems thinking, socio-technical systems theory and work redesign; Red Queen effect, Organizational Inertia; Change levers and organizational change and OD; human performance and the implications for managing change; the role of communication and information in change and OD. Greenfields and Green fielding; OD practitioner role, competencies and professional ethics.	3 Hours
2	OD Process	
2.1	Initiating OD relationship, contracting and diagnosing the problem; Diagnosing models, open systems, individual level group level and organizational level diagnosis.	2 Hours
2.2	Collection and analysis for diagnostics information, feeding back the diagnosed information. Envisioning change and OD - Organization renewal, planned change; OD and changing organizational culture - Strong and weak organizational cultures and their implications for change.	3 Hours
2.3	Stakeholder analysis, force field analysis & action research; Weisbord's six box model & creating organizational change for dignity, meaning & community.	2 Hours
3	Designing and Interventions	
3.1	Human process interventions – coaching, training and development, process consultation, business process reengineering, third party intervention, and team building.	2 Hours
3.2	Organization confrontation meeting, intergroup relations intervention and large group intervention, involvement, socio technical systems approach; HRM and Strategic interventions – Performance management, goal setting, performance coaching, appraising and rewarding; career planning, workforce diversity interventions, wellness and work-life balance.	3 Hours
3.3	Strategic interventions – competitive strategies, collaborative strategies, organizational transformation, culture change, self-designing organizations, learning & knowledge management; Applications of OD, OD in healthcare organizations, family-owned business, educational institutions.	2 Hours
4	Appreciating Change	
4.1	External environment as drivers of change, business cycles, industry cycles, technology and strategic change, industry evolution and concentration, developing a change agenda.	3 Hours
4.2	Cognition and organizational change, mental models, organizational learning, Senge's five disciplines.	2 Hours
4.3	Business models and value propositions, refining the change agenda.	2 Hours
5	Mobilizing support and executing change	
5.1	Four approaches to change, parallel organization, ownership and involvement in change, dealing with political aspects of change.	2 Hours
5.2	The psychology of persuasion, communicating to influence, targeting influence efforts, framing change, making difficult choices, negotiating change.	3 Hours
5.3	Executing change – challenges of execution, execution framework, developing cross functional linkages, aligning policies, and removing structural impediments, developing new routines for innovation and improvement, considering human element.	3 Hours
	Total	36 Hrs

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Course Code	Course Name	Category	L	T	P	Credit
20MBA217	HRM POLICIES & STRATEGIES	Elective	3	0	0	3

Pre

amble:

HR policies provide guidelines on how key aspects of people management should be handled. Such guidelines facilitate properly designed efforts to accomplish the strategic intent. The aim is to ensure that any HR issues are dealt with consistently in accordance with the values of the organization in line with certain defined principles. All organizations have HR policies. Policy is not a strategy or a tactic. Policy relates to general character or nature which an enterprise intends to adapt while Strategy is used in bringing about such intended features. This course exposes the students to different aspects of managing the organization's human assets, and teaches what needs to be done to implement these policies and to achieve competitive advantage.

Prerequisite: NIL**Course Outcomes:** After the completion of the course the student will be able to

CO 1	Understand business strategies and HRM strategies in global context
CO 2	Evaluate strategic management approaches in human resource management
CO 3	Develop competency models that can be integrated into HRM systems
CO 4	Appraise performance and reward management practices
CO 5	Design HR Information and Management System to compute HR costs

Mapping of course outcomes with program outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	2	2	2
CO 2	3	3	3	2	2
CO 3	3	3	1	1	2
CO 4	3	3	2	2	2
CO 5	3	3	1	1	2

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA217- HRM POLICIES & STRATEGIES

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. Explain the concept of global strategic management.
2. What is 360-degree feedback system?
3. Define strategic human resource management.
4. What do you mean by strategic fit?
5. Comment on cost of absenteeism.

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Explain how performance management systems are linked to the strategic planning process of an organization?
7. What are the considerations in developing and implementing competency framework?
8. a) Define HR Policies
b) Explain the purpose of HR policies.
9. Distinguish between business strategy and HR strategy.
10. Explain types of the information systems in HRM.

(3x10 marks = 30 marks)

PART C

Compulsory question. This question carries 20 marks

11. People are McDonald's most important asset. The company's success depends on the satisfaction of its customers, which begins with workers who have the attitudes and abilities required to work efficiently and provide good customer service. To execute its growth strategy, McDonald's has identified people as one of its three global corporate strategies. Donald's claims that as an employer, it wants "to be the best employer in each community around the world". It also makes a "people Promise" to its employees that "we value you, your growth, and your contributions". Its five "people principles" reflected by its human resource strategy are: respect and

recognition; values and leadership behaviours; competitive pay and benefits; learning, development, and personal growth; and ensuring that employee have the resources needed to get the job done.

McDonald's has executed its operational excellence strategy well by tracking key indicators of product and service quality, speed, and accuracy. The company has also identified its people practices and approaches that substantially impact the firm's turnover, productivity, customer satisfaction, sales and Profitability. This has allowed it to develop a business model that emphasizes not only financial and operational factors but also people factors that improve the company's results by improving employee commitment, retention, productivity and customer loyalty.

Because its business strategy relies on providing customers quality, cleanliness, quick service, and value, Mc Donald's works hard at hiring people who want to excel in delivering outstanding service. Many of its restaurant employees are teenagers, and McDonald's is their first employer. The company tries to recruit and hire the best people, retain them by offering them ongoing training, and then promote from within to fill its managerial positions. To ensure that its recruiting the right people, the company has identified important skills and behaviours that it looks for in applicants. McDonald's has found that the best way of hiring quality crewmembers is to advertise inside the restaurant and attract local people and/or friends of existing employees. McDonald's also recruits at local job centres and career fairs, using hiring material with a clear message targeted at its intended audience.

Questions:

- a) How would you describe McDonald's business strategy? What are the foundations of its competitive advantage?
- b) How has McDonald aligned its business, human resource and staffing strategies?
- c) What are some of the talent related threats that could eat away at McDonald's competitive advantage? Would higher turnover or a tight labour market in which it is difficult to find talented people be a problem?
- d) What would you recommend the company to do to maintain its competitive advantage over the next five years?

(1x20 marks =20marks)

Syllabus	
Module 1	<p>Business Strategy and HR Strategy Concepts: Understanding of strategic management concepts, strategy development process, peculiarities of global strategic management, organizational and HRM strategies, formulation of alternative business unit level strategies, collaborative strategies, strategic planning & HR planning steps, MNC's business strategies and HRM strategies; Paradigm Shifts (post-recession) – Shifts in global business, shifts in HRM, shifts in industrial relations; downsizing and rightsizing.</p>
Module 2	<p>Strategic Human Resources Management: Concept of SHRM-objectives, scope, functions; strategic role of SHRM; difference between traditional HRM and SHRM; essential elements of SHRM; approaches to SHRM; strategic fit; strategic HRM Models; HRM structures and policy, HR Policy formulation in alignment with business strategy; strategic staffing -business and staffing strategies, legal context of staffing strategic, identifying recruits, recruiting, assessing external candidates, assessing internal candidates, choosing and hiring candidates, managing workforce flow, staffing system evaluation and technology and outsourcing.</p>
Module 3	<p>Competency based HRM: Types of competencies, coverage and content of competency framework, competency models used to enhance HRM system, developing a competency model, validating competency models, integrating competency models into HRM systems; competency assessment centre (CAC), establishing CAC, communicating and implementing competency models.</p>
Module 4	<p>Strategic Performance Management (PM) and reward practices: PM system, characteristics of an ideal PM system; six-step performance management process, linkage of PM systems to the strategic planning process of an organization; performance and approaches to the measurement of performance, performance dimensions, behaviour, results, and traits approaches to measuring performance; measuring results vs. behaviours; comparative systems vs. absolute systems; recording of performance information is gathered; various forms and characteristics of performance appraisal documents; 360 degree feedback systems; prevention of rating distortion through rater training and appeals process</p>
Module 5	<p>HR Information and Management System (HRIMS): HRIMS – need, benefits, types of HRIMS data; productive HRIMS; calculation of turnover, computing the turnover rate, computing absenteeism rates, costs of absenteeism.</p>
Text Book	
<ol style="list-style-type: none"> 1. Phillips, J.M. and Gully, S.M., (2019). <i>Strategic Staffing</i>. Pearson 4th edition. 2. James N. Baron and David M. Kreps, (2009). <i>Strategic Human Resources-Frameworks for General Managers</i>, Wiley. 	
References and Suggested Readings	
<ol style="list-style-type: none"> 1. Scott Snell, George Bohlander and Veena Vohra, (2010). <i>Human Resources Management – A South Asian Perspective</i>, Cengage Learning. 2. Merchant A. K. & Van der Stede W. A., (2011). <i>Management Control Systems: Performance Measurement, Evaluation and Incentives</i>, Financial Times/ Prentice Hall. 	

3. Tanuja Agarwala, (2007). *Strategic Human Resource Management*, Oxford.
4. Charles R Greer, (2000). *Strategic Human Resource Management – A General Managerial Approach*, Pearson Education.
5. Appa Rao C., (2014). *Strategic Human Resource Management*, Dreamtech Press.
6. Lipe, M. G. & Salterio, S., *A note on the Judgmental Effects of the Balanced Scorecard's Information Organization*, *Accounting, Organization and Society* 27, 2002, 531 – 540.
7. *Five Levers of Effective Change in HR*, <http://www.bsherman.net/change.htm>.
8. *Taking HR to Next Level*, Deloitte http://public.deloitte.com/media/0524/us_bnet_takinghrnextlevel_Feb08.pdf.

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Business Strategy and HR Strategy Concepts	
1.1	Understanding of strategic management concepts	2 Hours
1.2	organizational and HRM strategies	3 Hours
1.3	Paradigm Shifts (post-recession) – Shifts in global business, shifts in HRM	2 Hour
2	Strategic Human Resources Management	
2.1	Approaches to SHRM, Strategic HRM Models	3 Hours
2.2	HRM structures and Policy	2 Hours
2.3	Strategic Staffing, Managing Workforce Flow	3 Hours
3	Competency based HRM	
3.1	Competency framework	2 Hours
3.2	Developing a competency model, Validating competency models	2 Hours
3.3	Competency Assessment Centre (CAC) – establishing, communicating and implementing competency models	3 Hours
4	Strategic Performance Management (PM) and reward practices	
4.1	Linkage of PM systems to the strategic planning process of an organization	2 Hours
4.2	Measuring results vs. behaviors; comparative systems vs. absolute systems	2 Hours
4.3	Performance appraisal, 360-degree feedback systems	2 Hours
5	HR Information and Management System (HRIMS)	
5.1	HRIMS - need, benefits	2 Hours
5.2	Types of HRIMS data	3 Hours
5.3	Calculating HR costs	3 Hours
	Total	36 Hours

Course Code	Course Name	Category	L	T	P	Credit
20MBA219	INDUSTRIAL RELATIONS AND LABOUR LAW	Elective	3	0	0	3

Preamble: This course provides insights on all the dimensions of industrial relations and labour laws. The course focuses on the history and theories relating to the industrial relations and provides detailed on specific provisions of labour laws being enforced in India.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Evaluate the significance of industrial relations and trade union
CO 2	Differentiate between Strikes- Lockout and Lay-off and Retrenchment
CO 3	Asses and apply various mechanisms of dispute settlement machineries
CO 4	Examine Social justice and welfare issues and its management
CO 5	Appraise and practice various Acts and Laws related to industrial relations

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	2	2	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	2	3
CO 5	3	3	2	1	2

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA219– INDUSTRIAL RELATIONS AND LABOUR LAW

Max. Marks: 60

Duration: 3 Hours

PART A

Answer all questions. Each question carries 2 marks.

1. What are the different forms of trade unions?
2. Differentiate lock out and closure.
3. How structure and functions of labour court is different from that of Industrial tribunal?
4. What are the roles of Labour welfare officer?
5. List out the objectives of the trade union act 1926?

(5x2 marks = 10 marks)

PART B

Answer any three questions. Each question carries 10 marks

6. Explain the role of ILO in the labour movement: Illustrate the functions of the various wings of ILO.
7. Differentiate layoff and retrenchment in the context of application.
8. Classify the dispute settlement machineries into bipartite and tripartite; explain the advantages and disadvantages of each one of them?
9. Labour welfare is a collective effort: Who all are the key players of labour welfare? Explain their roles and functions.
10. What are the provisions attached to strike and lockout in ID act 1947? How strikes and lock outs become illegal?

(3x10 marks = 30 marks)

PART C

Compulsory Question. This question carries 20 marks

11. a. “Industrial peace, Industrial harmony and Industrial democracy are the essential ingredients of a successful organization”. Comment on the above statement. (5)
- b. List out and explain the proactive and reactive measures available in Indian context for Industrial peace. (15)

(1x20 marks = 20 marks)

Syllabus	
Module 1	<p>Industrial Relations and Trade Unions</p> <p>Concept of Industrial Relations - Factors affecting industrial relations, importance of Industrial Relations, Collective bargaining; International Labour Organisation: Genesis, development and dimensions, aims and objectives, Organs of the International Labour Organisation; Role of the Trade Unions in Modern Industrial Society of India - Trade Union of Employers and Workers, their forms and types in India.</p>
Module 2	<p>Strikes, Lockout, Lay-off and Retrenchment</p> <p>Strike and Lockout - Legal and illegal strikes and lockouts, Justified and unjustified strikes and lockouts, Strike and lockout in public utility services and other industries, Distinction between lockout and closure, strike and lockout.</p> <p>Lay-off and Retrenchment –difference between lay-off and Retrenchment their application, necessary preconditions for their application, lay-off and retrenchment compensation, special provisions relating to lay-off, retrenchment and closure in certain establishments, penalty and punishment for illegal lay-off or retrenchment, consequences of illegal lay-off or retrenchment.</p>
Module 3	<p>Dispute settlement machineries</p> <p>Reference of industrial disputes for settlement - Settlement machinery for Industrial Disputes, Conciliation Officer, Board of Conciliation, Court of Enquiry, Labour Court, Industrial Tribunal and National Tribunal and Arbitration, their composition, powers, and duties, different modes of settlement, Distinction between conciliation arbitration and adjudication, their merits and demerits, compulsory and voluntary arbitration.</p>
Module 4	<p>Social justice and welfare</p> <p>Concept of Social Justice, Working conditions in Organised and Unorganised sectors; Origin and growth of concept of Labour Welfare; Scope of Labour Welfare within and outside Factory premises; Theories of Labour Welfare; Role of Government, employers and worker trade union vis-a-vis Labour Welfare; Role of Labour Welfare Officer.</p>
Module 5	<p>Acts and Laws (objectives and key provisions)</p> <p>The Industrial Disputes Act,1947 The Industrial Employment (Standing Orders) Act,1946 The Maternity Benefit Act,1961 The Payment of Bonus Act,1965 The Payment of Gratuity Act,1972 The Payment of Wages Act,1936 The Trade Unions Act,1926 The Employees Provident Fund and Miscellaneous Provisions Act,1952 The Employees Compensation Act,1923 The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act,2013 The new Indian Labour Code 2020</p>

Text Book

- | |
|---|
| <ol style="list-style-type: none"> 1. Ghosh, P., & Nandan, S. (2015). <i>Industrial Relations and Labour Laws</i>. McGraw-Hill Education. 2. Srivastava, S. C. (2012). <i>Industrial relations and labour laws</i>. Vikas Publishing House. |
|---|

References and Suggested Readings

1. Mamoria, C. B., Mamoria, S., & Gankar, S. V. (2008). *Dynamics of industrial relations*. Himalaya Publishing House.
2. Sinha, P. R. N., Sinha, I. B., & Shekhar, S. P. (2017). *Industrial Relations, Trade Unions and Labour Legislation*. Pearson Education India.
3. Mishra, S. N. *Labour and Industrial Laws*, 25th Edn.-2009., Central Law Publication.
4. Ratnam, C. V. (2003). Industrial Relations and Increasing Globalization: A Case Study of India. In *The Knowledge Economy in India* (pp. 214-259). Palgrave Macmillan, London.
5. Ministry of Labour and Employment, India, <http://labour.nic.in/>
6. *Making India a Better workplace for All*, Ebook, Ministry of Labour and Employment, India
7. International Labour Organization, www.ilo.org

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Industrial Relations and Trade Unions	
1.1	Concept of Industrial Relations - Factors affecting industrial relations, importance of Industrial Relations.	2 Hours
1.2	Collective bargaining; International Labour Organisation - Genesis, development and dimensions, aims and objectives, Organs of the International Labour Organisation.	3 Hours
1.3	Role of the Trade Unions in Modern Industrial Society of India - Trade Union of Employers and Workers, their forms and types in India.	2 Hours
2	Strikes, Lockout, Lay-Off and Retrenchment	
2.1	Strike and Lockout - Legal and illegal strikes and lockouts, Justified and unjustified strikes and lockouts, Strike and lockout in public utility services and other industries, Distinction between lockout and closure, strike and lockout.	3 Hours
2.2	Lay-off and Retrenchment –difference between lay-off and Retrenchment their application, necessary preconditions for their application, lay-off and retrenchment compensation.	2Hours
2.3	Special provisions relating to lay-off, retrenchment and closure in certain establishments, penalty and punishment for illegal lay-off or retrenchment, consequences of illegal lay-off or retrenchment.	2 Hours
3	Dispute settlement machinery	
3.1	Reference of industrial disputes for settlement - Settlement machinery for Industrial Disputes, Conciliation Officer, Board of Conciliation, Court of Enquiry, Labour Court.	2 Hours
3.2	Industrial Tribunal and National Tribunal and Arbitration, their composition, powers, and duties.	2 Hours

3.3	Different modes of settlement, Distinction between conciliation arbitration and adjudication, their merits and demerits, compulsory and voluntary arbitration.	3 Hours
4	Social justice and welfare	
4.1	Concept of Social Justice, Working conditions in Organised and Unorganised sectors.	2 Hours
4.2	Origin and growth of concept of Labour Welfare; Scope of Labour Welfare within and outside Factory premises.	3 Hours
4.3	Theories of Labour Welfare; Role of Government, employers and worker trade union vis-a-vis Labour Welfare; Role of Labour Welfare Officer.	2 Hours
5	Acts and laws (objectives & key provisions)	
5.1	The Industrial Disputes Act,1947 The Industrial Employment (Standing Orders) Act,1946 The Maternity Benefit Act,1961 The Payment of Bonus Act,1965 The Payment of Gratuity Act,1972 The Payment of Wages Act,1936	2 Hours
5.2	The Trade Unions Act,1926 The Employees Provident Fund and Miscellaneous Provisions Act,1952 The Employees Compensation Act,1923 The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act,2013	3 Hours
5.3	The new Indian Labour Code 2020	3 Hours
Total		36 Hours



Course Code	Course Name	Category	L	T	P	Credit
20MBA221	GLOBAL HRM	Elective	3	0	0	3

Preamble:

The role of HR professionals is coming to the fore as firms continue to globalize at a pace. Information and communication technologies are transforming organizational structures and business processes, breaking down organizational and geographic boundaries. Businesses have realized that without attention to foreign markets and competitors their prosperity and very survival may be at stake. Anytime a company expands internationally, they are faced with a number of challenges. A strong global human resources team is a vital component of international expansion. Some people have the misconception that HR is similar in every country. While there are similarities from one country to the next, there are a number of differences that need to be considered. This course will enable the students to recognize the impact of political, economic and cultural forces on HR practices of an organization and how it will impact on the role of an HR manager.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to

CO 1	Apply conceptual frameworks for assessing human resources management (HRM) systems in different cultural / national settings.
CO 2	Examine the policies and operations of HR practices in multinational enterprises.
CO 3	Analyse the influence of international forces on HRM discipline.
CO 4	Assess contemporary issues and future trends of HRM in an international context.
CO 5	Assess the viability of transferring HRM practices across countries.

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2	1	1	3	1
CO 2	3	3	1	3	1
CO 3	1	1	2	3	2
CO 4	1	2	1	2	3
CO 5	2	3	1	3	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA221 GLOBAL HRM

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. Mention objectives of Global HRM.
2. What is repatriation?
3. What are multi-cultural teams?
4. Explain differences between PCN's and TCN's.
5. How does Global HR planning differ from HR planning?

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Enumerate the major factors that influence international HRM.
7. Explain the recruitment and selection methods followed in acquiring talent for international operations?
8. Discuss the new approaches to compensation and correlate how these have a bearing on international compensation.
9. Why should MNCs provide training to their employees even after employing more competent people? Discuss.
10. Suggest criteria for performance appraisal of subsidiary staff.

(3x10 marks = 30 marks)

PART C

Compulsory question. This section carries 20 marks

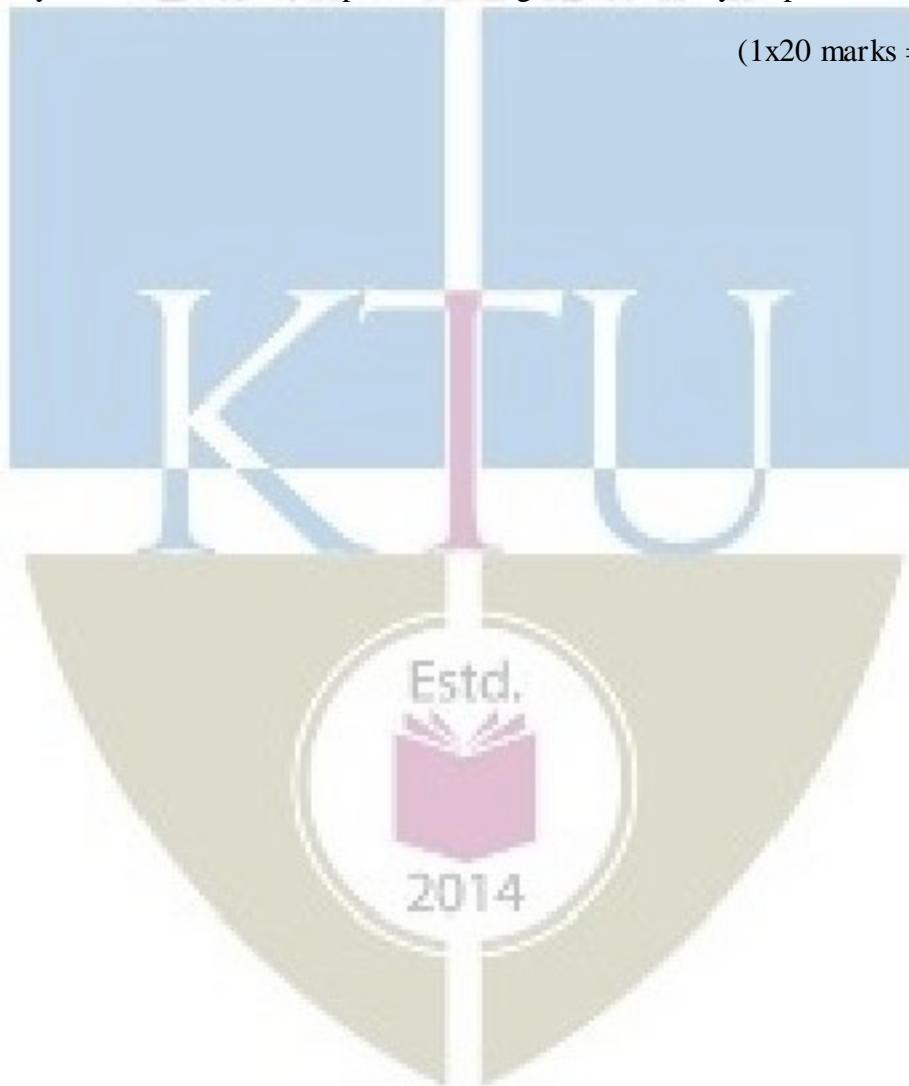
11. Imagine you're the Vice-President of human resources for a Fortune 500 company. You've spent your entire career attempting to enhance the workplace for employees to support their productive work in the organization. You aligned the hiring process to serve the strategic needs of the organization, as well as implemented an effective performance management system. However, the performance management process is

becoming less effective because managers are inflating employee ratings. Under this system, managers are evaluated as a 1, 2, 3 or 4, with 1 being the highest rating and 4 the lowest. In many cases, managers are required to give a 4 rating to the lowest 10 percent of employees each year. Those individuals receiving a rating of 4 for two consecutive years are often let go from the organization. The intent behind this system is that throughout the two-year process, evaluators are to meet frequently with the employees, counsel them, and provide necessary development opportunities.

Based on the above answer following questions:

- a) What type of evaluation process would you say is being used in this case? Explain.
- b) Do you see these effects as positive or negative? Defend your position.

(1x20 marks = 20 marks)



Syllabus	
Module 1	Globalization in HR Perspective - Introduction to global HRM drivers of globalization, Difference between HRM and global HRM — Role of culture in global HRM, Domestic & MNC Perspectives, Global HRM trends and future challenges, HR practices and standards in SAARC nations, Gulf Cooperation Council Countries, BRIC Nations, ASEAN, Multi cultural orientation to employees - Careers in International Business.
Module 2	HR Policies and Operations in a Global Setting - Recruitment function and selecting staff for international assignment: issues in staff selection, factors - head hunters, cross-national advertising, e Recruitment, types of international assignments, Training & development of international staff, types of expatriate training, developing staff through international assignment - Approaches of international compensation, key components of International compensation, executive compensation – Reporting Relationships – Performance Management of International Assignees, third and host country employees, issues and challenges in international performance management, country specific performance management practices. Grievance Handling - Expatriate Management.
Module 3	Employee and Labor Relations - Key issues in International Industrial Relations, The global legal and regulatory context of MNE, The International framework of Ethics and Labor standards Employment policies and practices, discrimination, affirmative action and equal employment opportunity, Diversity in the workforce as an enhancer of learning and effectiveness within groups and organizations.
Module 4	Resolving disputes and complaints - Understanding of selected laws and acts governing employment relationships in US – Fair Labor Standards Act of 1938 (FLSA), Family and Medical Leave Act of 1993 (FMLA), Occupational Safety and Health of 1970 (OSHA), Consolidated Omnibus Budget Reconciliation Act (COBRA), Health Insurance Portability and Accountability Act of 1996 (HIPPA) and Employee Retirement Income Security Act of 1974 (ERISA).
Module 5	HR issues and challenges - Safety and security of employees, surveillance and privacy concerns, prevention of workplace violence, sexual harassments, Protection from retaliation, illegal harassment (expat and locals), HR data security, maintaining appropriate and required HR records in different countries. HRM in cross border mergers and acquisitions - Motives behind mergers and acquisitions, HR Interventions.
Text Book	

1. Punnett Betty Jane (2009). *International perspectives on Organizational Behavior and Human Resource Management*. Routledge.
2. Monir Tayeb (2005). *International HRM*. Oxford University Press.
3. Dowling & Welch (1999). *International HRM: Managing people in Multinational*, Cengage Learning.
4. James N. Baron and David M. Kreps (2009). *Strategic Human Resources – Frameworks for General Managers*. Wiley.
5. Scott Snell, George Bohlander and Veena Vohra (2010). *Human Resources Management – A South Asian Perspective*. Cengage Learning.
6. Arup Varma, Pawan S. Budhwar (2013). *Managing Human Resources in Asia-Pacific*. Routledge.
7. K. Aswathappa (2020). *International Business*. McGraw Hill Education India Private Limited.
8. P. SubbaRao (2020). *International Human Resources Management*. Himalaya Publishing House.
9. Vikas Banger (2013). *Human Resource Management Global Trends and Essence*. Enkay Publishing.

References and Suggested Readings

1. Ruth V. Aguilera, John C. Dencker (2004). *The role of human resource management in cross-border mergers and acquisitions*, The International Journal of Human resource Management, Volume 15, Issue 8 Pages 1355-1370.
2. Hugh Scullion, Paula M. Caligiuri, David G. Collings (2018). *Specifications of Global Talent Management*. Routledge.
3. Liza Castro Christiansen, Michal Biron, Elaine Farndale, Bård Kuvaas (2017). *Global Human Resource Management Casebook*. Routledge.
4. The Fair Labor Standards Act of 1938, as amended.

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Globalization in HR Perspective	
1.1	HRM drivers of globalization, Cultural differences affect HRM	2 Hours
1.2	HR practices and standards in SAARC, BRIC, ASEAN, GCC	2 Hours
1.3	Trends in challenges in Global HRM	2 Hours
2	HR Policies and Operations in a Global Setting	
2.1	Recruitment & Selection in international staffing	2 Hours

2.2	Training & Development in International Assignment	2 Hours
2.3	Approaches of International compensation	2 Hours
2.4	Performance Management and Expatriate Management	2 Hours
3	Employee & labour Relations	
3.1	Legal and regulatory content	2 Hours
3.2	Framework of Ethics and labour standards	2 Hours
3.3	Managing workforce diversity	3 Hours
4	Resolving disputes and complaints	
4.1	Fair Labor Standards Act of 1938 (FLSA), Family and Medical Leave Act of 1993 (FMLA)	2 Hours
4.2	Occupational Safety and Health of 1970 (OSHA), Consolidated Omnibus Budget Reconciliation Act (COBRA)	2 Hours
4.3	Health Insurance Portability and Accountability Act of 1996 (HIPPA) and Employee Retirement Income Security Act of 1974 (ERISA)	3 Hours
5	HR issues and challenges	
5.1	Safety and Security of employees, prevention of workplace violence	2 Hours
5.2	HR data security and maintenance of HR records	3 Hours
5.3	Mergers and Acquisitions – HR interventions	3 Hours
	Total	36 Hours



Course Code	Course Name	Category	L	T	P	Credit
20MBA223	HUMAN RESOURCE ANALYTICS	Elective	3	0	0	3

Preamble:

With advances in technology and cloud computing, there are now numerous data sources available to guide decision-making and drive organizational success. Harvesting the right kind of data requires that HR teams possess strong analytical skills. People working in HR should be able to identify the metrics and data sources that deliver organizational insights. In order to do so, HR must ensure that metrics and measures are used effectively to achieve strategic goals. This course focuses on identifying effective data sources, developing meaningful metrics, designing long-term measures, and applying results in support of organizational strategy and tactics. This course will provide students data-backed insight on how to measure HR processes and drive organizations to better performance.

Prerequisite: Nil

Course Outcomes: After the completion of the course the student will be able to

CO 1	Understand the role and importance of analytics for better HR decision making.
CO 2	Develop, track, store, retrieve and analyze human resources information.
CO 3	Apply quantitative and qualitative analysis to describe and predict HR outcomes.
CO 4	Evaluate the effectiveness of HR measures using different statistical methods.
CO 5	Create metrics to connect HR results to business results.

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	1	2	1	1	2
CO 2	2	3	1	2	2
CO 3	2	2	3	2	3
CO 4	3	2	1	2	3
CO 5	3	3	1	2	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA223 – HUMAN RESOURCE ANALYTICS

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. Why do you think succession planning analytics is important?
2. Define HR metrics.
3. What are data visualization tools?
4. What is meant by an HR scorecard? Where is it used?
5. Distinguish between Workplace health programs and Employee assistance programs.

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Explain the steps in creating a HR scorecard.
7. Detail the different statistical tools available in the market for HR analytics and data visualization.
8. Describe the steps involved in predictive analytics and determine the key performance indicators.
9. What are the challenges in quantifying HR processes?
10. Describe the various methods used in training analytics. Highlight the importance of leaning analytics.

(3x10 marks = 30 marks)

PART C

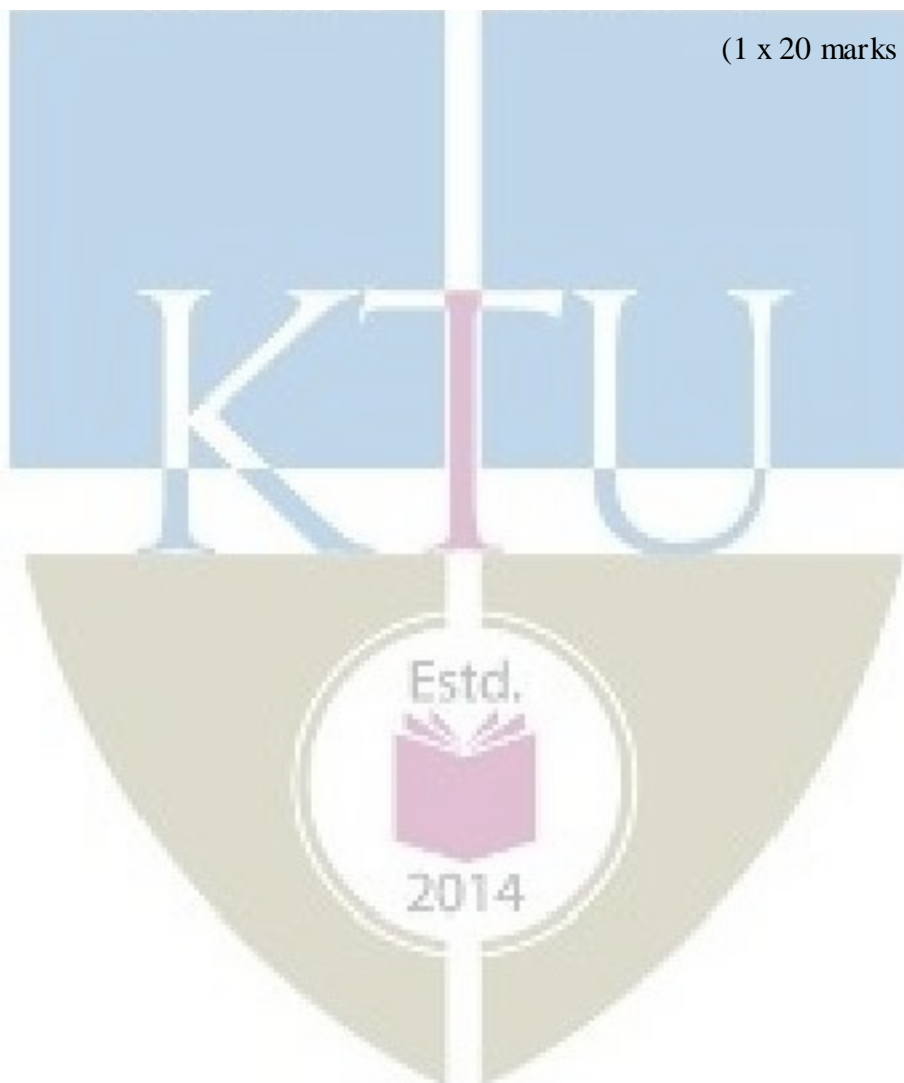
Compulsory question. This question carries 20 marks

11. A large company named XYZ employs, at any given point of time, around 4000 employees. However, every year, around 15% of its employees leave the company and need to be replaced with the talent pool available in the job market. The management believes that this level of attrition (employees leaving, either on their

own or because they got fired) is bad for the Company, because of the following reasons.

- i. The former employees' projects get delayed, which makes it difficult to meet timelines, resulting in a reputation loss among consumers and partners.
 - ii. A sizeable department has to be maintained, for the purposes of recruiting new talent.
 - iii. More often than not, the new employees have to be trained for the job and/or given time to acclimatize themselves to the company.
- a) What factors do you think the management should focus on to curb attrition?
 - b) What methods can be used to analyze the attrition and retention statistics?

(1 x 20 marks = 20 marks)



Syllabus	
Module 1	Introduction to HR analytics – Human resource (HR) measures and organizational effectiveness - Evolution of HR Analytics - Analytic value chain, HR Metrics - Data requirements; identifying data and gathering data; HR data quality, validity and consistency; Data exploration; Describing data, Data visualization - Role of Descriptive analytics & Prescriptive analytics in HR – HR Analytics Framework: LAMP framework, HCM - 21 Framework, Talentship Framework.
Module 2	Utility Models & Staffing Decisions - Analysis of Labor Market Behavior. Analyzing Turnover trends, Workforce planning metrics, The Logic of Utility Analysis, Utility Models and Staffing Decisions, The Taylor-Russell Model, The Naylor-Shine Model, The Brogden- Cronbach-Gleser Model.
Module 3	Performance and Compensation Analytics - Steps in Predictive analytics, identifying performance drivers, Identifying and developing Key Performance areas (KPA), Key Performance Indicators (KPI) - create, build and maintain a HR Scorecard, Linking HR Data to operational performance, Regression analysis and Causation.
Module 4	Qualitative and Quantitative HR outcome metrics - Attrition and Retention, Absenteeism, Job satisfaction, Employee Engagement, Perceptions and Attitude, HRD climate, Training cost, Performance and skill gaps, Compensation and Benefits, Promotion and succession planning, Training and Learning analysis.
Module 5	Employee Health Wellness and Welfare - Logic of Workplace Health Programs (WHP), Analytics for Decisions about WHP Programs, Measures: Cost Effectiveness, Cost-Benefit and Return-on-Investment Analysis, Cost-Effectiveness Analysis, Cost- Benefit and Return-on-Investment Analysis, Employee Assistance Programs (EAPs), Future of Lifestyle Modification, WHP, and EAPs.
Text Book	
<ol style="list-style-type: none"> 1. Edwards Martin R, Edwards Kirsten (2016). <i>Predictive HR Analytics: Mastering the HR Metric</i>. Kogan Page Publishers. 2. Fitz-enz Jac (2010). <i>The new HR analytics: predicting the economic value of your company's human capital investments</i>. AMACOM. 3. Fitz-enz Jac, Mattox II John (2014). <i>Predictive Analytics for Human Resources</i>. Wiley. 4. Moore, McCabe, Duckworth, and Alwan (2008). <i>The Practice of Business Statistics: Using Data for Decisions</i>. W. H. Freeman. 5. Gene Pease, Boyce Byerly, Jac Fitz-enz (2012). <i>Human Capital Analytics</i>. Wiley. 6. Wayne F. Cascio, John W. Boudreau (2015). <i>Investing in people: Financial Impact of Human Resource Initiatives</i>. Pearson Education. 	
References and Suggested Readings	
<ol style="list-style-type: none"> 1. Brian E. Becker (2001). <i>The HR Scorecard: Linking People, Strategy, and Performance</i>. Harvard Business Review Press. 2. Tracey Smith (2013). <i>HR Analytics: The What, Why and How</i>. Create space Independent Pub. 3. Laurie Bassi, Rob Carpenter, Dan McMurrer (2012). <i>HR Analytics Handbook</i>. Mc Bassi & Company. 	

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Introduction to HR Analytics	
1.1	Evolution of HR Analytics and Analytic Value chain	2 Hours
1.2	Data cleaning, exploration, visualisation	2 Hours
1.3	Analytic framework models	3 Hours
2	Utility Models & Staffing Decisions	
2.1	Analyzing labour market behaviour	2 Hours
2.2	Analyzing turnover trends, workforce planning	2 Hours
2.3	Utility Models and Staffing Decisions	2 Hours
3	Performance and Compensation Analytics	
3.1	Predictive Analytics, Regression and its types	2 Hours
3.2	Identifying KPA, KPI	3 Hours
3.3	Create HR Scorecard	3 Hours
4	Qualitative and Quantitative HR outcome metrics	
4.1	Attrition, Retention, Absenteeism	1 Hour
4.2	HRD climate	1 Hour
4.3	Performance and compensation analytics	2 Hours
4.4	Training and Learning Analytics	2 Hours
4.5	Promotion and Succession Planning	2 Hours
5	Employee Health Wellness and Welfare	
5.1	Analytics for Workplace Health Programs	2 Hours
5.2	Analytics for Employee Assistance Programs	2 Hours
5.3	Cost-Benefit and Return-on-Investment Analysis	3 Hours
Total		36 Hours



Course Code	Course Name	Category	L	T	P	Credit
20MBA225	LEADERSHIP, INFLUENCE & POWER	Elective	3	0	0	3

Preamble: In contemporary business landscape marked by technological disruption and rapid change, industry leaders play an increasingly important role in shaping an environment that ensures continuous growth. This course exposes students to the skills to lead with power and influence, through the opportunity to investigate different leadership styles and frameworks. The course will also help them to explore new perspectives and strategies of high impact leadership in the individual, team, and organisational contexts. The syllabus is designed with the intention to impart leadership traits among students and to equip them to successfully navigate the challenges and dynamics of leadership in their career.

Prerequisite: NIL

Course Outcomes (COs): After the completion of the course the student will be able to

CO 1	Understand the nature of Leadership and compare the theories of leadership.
CO 2	Apply ethical leadership and value- based decision making.
CO 3	Identify crisis management strategies.
CO 4	Analyse the sources of power, influence and women leadership in organizations.
CO 5	Develop team building and problem-solving skills.

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	1	3	1	1
CO 2	3	1	3	3	3
CO 3	3	1	3	2	3
CO 4	3	2	3	2	3
CO 5	3	3	3	3	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA225 – LEADERSHIP, INFLUENCE & POWER

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. “Management is doing things right; leadership is doing the right things”. Elaborate the statement by highlighting the major differences between a leader and a manager.
2. Explain Value- Based Decision making.
3. Define Stewardship.
4. Define Power and discuss different forms of power.
5. Define System Thinking and list major system thinking Models.

(5x2 marks = 10 marks)

PART B

Answer *any three* questions. Each question carries 10 marks

6. Compare and contrast Blake and Mouton’s managerial grid theory to the Ohio State and Michigan studies.
7. (a) Explain the factors governing ethical leadership decisions.
(b) Explain about Value- Based Decision making.
8. (a) Evaluate the various problems that influence Crisis Management planning and execution process?
(b) “It takes years to build a reputation and five minutes to ruin it” explain the major dimensions of reputational crisis.
9. What it takes to be a great leader? Analyse with special reference to leadership in 21st century organizations.
10. (a) Outline in detail the important problem - solving skills required for a leader.
(b) ‘Employee engagement determines as to why people should work for the organization’ Discuss various employee engagement strategies.

(3x10 marks = 30 marks)

PART C

Compulsory question. This question carries 20 marks

11. When women move forward, the family moves, the village moves and the nation moves”.
 - a) Illustrate the important characteristics required for a successful women leader?
 - b) Critically examine the problems faced by women leaders in present scenario?
 - c) Examine any five successful women leaders and analyse their respective women leadership styles?

(1x20 marks = 20 marks)

Syllabus	
Module 1	Leadership - Definition of Leadership, Leader vs. Manager, Trait Approach to Leadership, Behavioural / style Approach to Leadership, Situational Approaches to Leadership, Emerging Leadership Approaches- Charismatic, Transformational, Servant, Team, Psychodynamic and Emergent.
Module 2	Leadership and ethics - values at a personal level, organizational level, Value-Based Decision Making, Approaches to Ethics Management, The Moral Development of Organizations, Cultural and Team Manifestations. Cross cultural Leadership - Leadership and Dimensions of Culture, Universally Desirable and Undesirable Leadership Attributes.
Module 3	Stewardship and crisis Management - Stewardship – Governance and Leadership – Ensuring rational result- Collective Serving vs. A Self-Serving Agent. Risk - Break-Even Analysis – Organizational views on risk, Trust-Vulnerability and Performance, Important Characteristics Crisis handling - Crisis Management and Leadership, Business Continuity Team, Immediate Response - Physical Crisis, Reputational Crisis.
Module 4	Influence and Power - Styles of Influence, Influence tactics, Unethical Influence Styles Organizational politics. Power- Definition and forms of power, Leadership and organizational learning and adaptation, Woman Leadership - Leadership styles and effectiveness, The Glass Ceiling, Leadership in 21st century organizations.
Module 5	Leadership - Decision making and problem-solving skills - Decision Making Frameworks, Skilful Discussion, Team building, Focusing, Storytelling, System Thinking Models. Driving Accountability, Engaging People, empowering people, Building Personal Strengths, Problem Solving Skills, Leadership and change management.

Text Book

1. Northouse. P. G. (2010). *Leadership: Theory and Practice*. 5th edition, Sage Publications.
2. Daft, R L. (2018). *Leadership Experience*. 7th edition Cengage Learning.

References and Suggested Readings

1. Dorfman, P W, Mobley W. (2003). *Advances in Global Leadership*. (Vol. 3) Emerald Group Publishing.
2. Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge* (3rd edn) John Wiley & Sons.
3. Lubar K., Halpern B. L. (2004). *Leadership Presence*. Penguin Publishers.
4. Pedler, Mike, Burgoyne, John, Boydell, Tom (2010). *A Manager's Guide to Leadership*. 2nd edition McGraw-Hill Education.
5. Yukl, G. A. (2013). *Leadership in organizations*. 8th edition, Pearson Education India.
6. Burns, J M, (1978). *Leadership*. 1st edn., Harper and Row.
7. Ciulla, J B. (2003). *The Ethics of Leadership*. Cengage Learning.
8. Rost, J.C. (1991). *Leadership for the twenty-first century*. Praeger.

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Leadership	
1.1	Definition of Leadership, Leader vs. Manager	2 Hours
1.2	Trait Approach to Leadership, Behavioural/style Approach to Leadership, Situational Approaches to Leadership	2 Hours
1.3	Emerging Leadership Approaches- Charismatic, Transformational, Servant, Team, Psychodynamic and Emergent.	2 Hours
2	Leadership and ethics	
2.1	Values at a personal level, organizational level, Value-Based Decision Making	2 Hours
2.2	Approaches to Ethics Management, The Moral Development of Organizations, Cultural and Team Manifestations.	3 Hours
2.3	Cross cultural Leadership - Leadership and Dimensions of Culture, Universally Desirable and Undesirable Leadership Attributes	3 Hours
3	Stewardship and crisis Management	
3.1	Stewardship – Governance and Leadership – Ensuring rational result- Collective Serving vs. A Self-Serving Agent.	2 Hours
3.2	Risk- Break-Even Analysis – Organizational views on risk, Trust-Vulnerability and Performance, Important Characteristics	2 Hours
3.3	Crisis handling- Crisis Management and Leadership, Business Continuity Team, Immediate Response - Physical Crisis, Reputational Crisis.	3 Hours
4	Influence and Power	
4.1	Influence- Styles of Influence, Influence tactics, Unethical Influence Styles Organizational politics.	2 Hours
4.2	Power- Definition and forms of power, Leadership and organizational learning and adaptation	3 Hours
4.3	Woman Leadership - Leadership styles and effectiveness, The Glass Ceiling, Leadership in 21st century organizations	3 Hours
5	Leadership- Decision making and problem-solving skills	
5.1	Decision Making Frameworks, Skilful Discussion, Team building, Focusing, Storytelling	2 Hours
5.2	System Thinking Models. Driving Accountability, Engaging People, empowering people, Building Personal Strengths, Problem Solving Skills	3 Hours
5.3	Leadership and change management	2 Hours
	Total	36 Hours

Course Code	Course Name	Category	L	T	P	Credit
20MBA227	REWARD MANAGEMENT	Elective	3	0	0	3

Preamble: The course is designed to promote understanding of issues related to the compensation or rewarding human resources in the corporate sector, public services and other forms of organizations and to impart skills in designing and analyzing and restructuring reward management systems, policies and strategies

Prerequisite: Nil

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Examine compensation framework in the light of different theories of compensation
CO 2	Analyse wage and pay systems
CO 3	Evaluate wage fixation methods
CO 4	Formulate Expatriate compensation
CO 5	Assess social security and retirement benefits and design pay structures

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	-	1	2
CO 2	3	3	1	3	1
CO 3	3	3	2	3	2
CO 4	3	3	-	1	3
CO 5	2	3	3	3	3

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		
Create	Can be done through Assignments/ Seminars/Mini Projects		

Mark distribution

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Continuous Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper
APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY
THIRD SEMESTER MBA DEGREE EXAMINATION
20MBA227- REWARD MANAGEMENT

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. Define living wage
2. What are the different systems of Payment?
3. List out various methods of wage fixation in India.
4. What is expatulator?
5. Define Social Security.

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Discuss various theories of wage which act as the foundation of different wage systems? Comment on the advantages of each
7. 'Job Evaluation is a method that give us solid base for fixing compensation' Explain, What are the various method and processes involving?
8. Explain New wage code 2021, Compare it with the existing wage related labour laws.
9. What are the challenges in compensating expats? Explain the popular approaches adopted in compensating expats?
10. 'The code on social security 2020 is considered as a revolution' explain the salient features of it?

(3x10 marks = 30 marks)

PART C

Compulsory question. This question carries 20 marks

11. 'Fixing a suitable pay structure is a challenge these days.'
 - a. Critically examine various pay structures adopted by organizations. (8)
 - b. Explain the various internal and external factors affecting the pay scale of an organization. (7)
 - c. What are the current trends in executive compensation? (5)

(1x20 marks = 20 marks)

Syllabus	
Module 1	<p>Compensation Framework and Theories: Conceptual Framework of Compensation Management: Meaning of wage, Minimum wage, Fair wage, Living wage, Money wage, Take home pay, Difference between wages and salary, Concept and Components of Wages; Components of compensation; Theories of wages: Subsistence theory, Wage Fund Theory, Marginal Productivity theory, Residual claimant theory, Bargaining theory.</p>
Module 2	<p>Wage and Pay systems: Principles of wage and salary administration, Job Evaluation - meaning, principles, methods, limitations, importance, Systems of payment: Time rate system, piece rate system, Incentive payments. Fringe benefits, Fringe benefits tax (FBT); Cost to the company (CTC) – calculation and computing.</p>
Module 3	<p>Wage Fixation: Criteria of wage fixation. Methods of Payment, Broad- banding, Performance based pay systems, Knowledge based pay system, market based pay system, Incentive based pay system, Types of incentive plans; Executive compensation; Wage Policy in India, Methods of wage determination in India, The Pay Commission, Wage Boards and Tribunals: Structure, Scope and functions, Role of Collective bargaining in wage determination, Minimum Wages Act 1948; Wage Code 2021, Emerging trends of compensation management in IT industries.</p>
Module 4	<p>Expatriate Compensation: Expatriate assignment approaches - Fringe benefits, Career management of expatriates, Job pricing, Expatriate reward models, Cost-of-living data, expatulator and calculations, Taxation and the expatriate, Repatriation and reintegration; Expatriate management systems; success factors.</p>
Module 5	<p>Social Security and Retirement Benefits: Social Security, definition, concept, approaches, Employees’ Provident Fund Scheme, Employees’ Deposit Linked Insurance Scheme, Employees’ Pension Scheme, Pension Fund, Payment of gratuity, Participatory/Contributory Pension; Employee State Insurance Corporation (ESIC). Code on Social Security 2020.</p> <p>Design of Pay structures: Pay structures – concept, measuring the Market; Pay Mechanics (Structure Design) - Pay mechanics; Number of grades - career bands, broad grades and narrow bands; Pay ranges - Pay slopes -Pay overlap (current practices)-Smoothing the pay curve - Positioning Staff in the Pay Scale - Options for employees below minimum of pay scale, Options for employees above maximum of pay scale, Reviewing the Pay Scale & Pay structure - Timing and frequency, Impact of market movement and inflation, other factors – External & Internal factors that affects the pay scale of an organization.</p>
Text Book	
<ol style="list-style-type: none"> 1. Armstrong, Michel and Murlis, Helen, Reward Management: <i>A Handbook of Salary Administration</i>, Kogan Page Ltd, 1988 2. S.S. Upadhyay, <i>Compensation Management: Rewarding Performance</i>, Global India Publications, 2009 3. Mark Bussin, <i>Expatriate Compensation: A practical and informative textbook for managing expatriate compensation, mobility, and international assignments in the</i> 	

world of work, Knowres Publishing, 2015

References and Suggested Readings

1. A.M. Sharma, *Understanding Wage and Compensation System*, Himalaya Pub. House, 2014.
2. Designing Pay Levels, Mix and Pay Structures. <http://business.uni.edu/mitra/chap08.pdf>
3. How to build Pay Grades and Salary Ranges, [http://resources.payscale.com/rs/payscale/images/2013-How-to-Build-Pay-Grades-and-Salary - Ranges.pdf](http://resources.payscale.com/rs/payscale/images/2013-How-to-Build-Pay-Grades-and-Salary-Ranges.pdf)
4. How to Set Competitive Compensation Structures, http://downloads.eriei.com.s3.amazonaws.com/pdf/How_to_Set_Competitive_Compensation_Structures.pdf
5. Hendorson, Richard I. *Compensation Management: Rewarding Performance in Modern Organization*, Prentice Hall, 1988.
6. Lance Berger and Dorothy Beger, *The Compensation Handbook, Sixth Edition: A State-of-the-Art Guide to Compensation Strategy and Design*, McGraw-Hill Professional, 2015.
7. A.K. Sharma, *Labour Economics*, Anmol Publications Pvt. Ltd, 2006
8. K.N. Subramoniam, *Wages in India*, McGraw-Hill Inc, 1977.
9. A.I. Fonseca, *Wage Issues in a Developing Economy: An Indian Experience*, Oxford University Press, 1964.
10. B.D. Singh, *Compensation and Reward Management*, Excel Books, 2012
11. Richard I. Henderson, *Compensation Management in a Knowledge Based World*, Pearson Education, 2007
12. Ten Steps for Building a Salary Structure, <http://internationalhrforum.com/2010/07/29/ten-steps-for-building-a-salary-structure>.

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Compensation frame work and theories	
1.1	Conceptual Framework of Compensation Management: Meaning of wage, Minimum wage, Fair wage, Living wage, Money wage, Take home pay	2 Hours
1.2	Difference between wages and salary, Concept and Components of Wages; Components of compensation	3 Hours
1.3	Theories of wages: Subsistence theory, Wage Fund Theory, Marginal Productivity theory, Residual claimant theory, Bargaining theory.	2 Hours
2	Wage and Pay systems	
2.1	Principles of wage and salary administration, Job Evaluation - meaning, principles, methods, limitations, importance.	2 Hours

2.2	Systems of payment: Time rate, piece rate system, Incentive payments.	2 Hours
2.3	Fringe benefits, Fringe benefits tax (FBT); Cost to the company (CTC) – calculation and computing.	3 Hours
3	Wage Fixation	
3.1	Criteria of wage fixation. Methods of Payment, Broad- banding, Performance based pay systems, Knowledge based pay system, market based pay system, Incentive based pay system, Types of incentive plans;	2 Hours
3.2	Executive compensation; Wage Policy in India; Methods of wage determination in India, The Pay Commission	2 Hours
3.3	Wage Boards and Tribunals: Structure, Scope and functions, Role of Collective bargaining in wage determination, Minimum Wages Act 1948; Emerging trends of compensation management in IT industries	3 Hours
4	Expatriate Compensation	
4.1	Expatriate assignment approaches - Fringe benefits, Career management of expatriates, Job pricing	3 Hours
4.2	Expatriate reward models, Cost-of-living data, expatulator and calculations.	2 Hours
4.3	Taxation and the expatriate, Repatriation and reintegration; Expatriate management systems; success factors.	2 Hours
5	Social security and Pay structure design	
5.1	Social Security, Employees' Provident Fund Scheme, Employees' Deposit Linked Insurance Scheme, Employees' Pension Scheme, Pension Fund, Payment of gratuity, Participatory/Contributory Pension; Employee State Insurance Corporation (ESIC).	3 Hours
5.2	Pay structures – concept, measuring the Market; Pay Mechanics (Structure Design) - Pay mechanics; Number of grades - career bands, broad grades and narrow bands; Pay ranges - Pay slopes -Pay overlap (current practices)	3 Hours
5.3	Smoothing the pay curve; Positioning Staff in the Pay Scale; Reviewing the Pay Scale & Pay structure - Timing and frequency, Impact of market movement and inflation, other factors – External & Internal factors that affects the pay scale of an organization.	2 Hours
Total		36 Hours

Course Code	Course Name	Category	L	T	P	Credit
20MBA229	NEGOTIATIONS & CONFLICT RESOLUTIONS	Elective	3	0	0	3

Preamble: The purpose of this course is to understand how to be more effective in negotiating to help you secure more of what you want in life. A basic premise of the course is that while a manager needs analytic skills and a psychological approach to discover optimal solutions to problems, negotiation expertise opens the way for these solutions to be implemented.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to:

CO 1	Assess the various principles of Negotiation.
CO 2	Analyse the strategies and tactics involved in different types of negotiation.
CO 3	Apply the requisite skills used in Bargaining
CO 4	Assess the tactics of conflict resolution and maintenance of industrial relations
CO 5	Adapt and modify to the trends in Industrial conflicts.

Mapping of course outcomes with program outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2	2	1	3
CO 2	3	3	2	1	3
CO 3	2	3	2	3	3
CO 4	3	3	3	1	3
CO 5	1	2	2	3	2

Assessment Pattern

Bloom's Category	Continuous Assessment Tests (in %)		End Semester Examination (in marks)
	1	2	
Remember	20	20	10
Understand	40	40	30
Apply	40	40	20
Analyze			
Evaluate	Can be done through Assignments/ Seminars/Mini Projects		

Create	Can be done through Assignments/ Seminars/Mini Projects
Mark distribution	

Total Marks	CIE	ESE	ESE Duration
100	40	60	3 hours

Internal Evaluation Pattern:

Attendance	: 4 marks
Continuous Assessment Test (2 numbers)	: 16 marks
Assignment/Quiz/Course project	: 10 marks
Seminar and Discussion	: 10 marks

End Semester Examination Pattern:

There will be three parts; Part A, Part B and part C. Part A contains 5 questions (one question each from each module) of 2 marks each (Students should answer all questions). Part B contains 5 questions (one question each from each module) of 10 marks each (Students have the choice of answering any three questions). Part C contains a compulsory question (can have sub-divisions) of 20 marks (from any of the modules or combination) may be in application-level or case study.

Model Question paper

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

THIRD SEMESTER MBA DEGREE EXAMINATION

20MBA229- NEGOTIATIONS & CONFLICT RESOLUTIONS

Max. Marks: 60

Duration: 3 Hours

PART A

Answer *all* questions. Each question carries 2 marks.

1. What are the different types of Conflicts?
2. Define integrative and distributive negotiation.
3. List out usual causes of Industrial Disputes in India.
4. Recall the Johari Window frame work
5. Find the key differences in conflict management in MNCs and Public sector companies.

(5x2 marks = 10 marks)

PART B

Answer any *three* questions. Each question carries 10 marks

6. Discuss the nature of conflicts in the organization. What are the different views on conflicts?
7. Explain the preparations required for an effective negotiation? What are the different elements of communication critical in negotiation?
8. Illustrate the effectiveness of Collective bargaining as a preventive mechanism for industrial unrest. Explain the nature, functions and types of collective bargaining
9. 'A consolidation of labour laws related to industrial Relation has happened in the new Labor code on Industrial relations' explain, what are the salient features of this new code?
10. A seen change in the trends of conflict management has emerged by the entry of MNCs, digitalization of work place and Covid 19 strategies like 'Work from Home', explain with suitable examples and illustrations?

(3x10 marks = 30 marks)

PART C

Compulsory question. This question carries 20 marks

11. 'It is said that 24% of the executive time is spent on conflict management so conflict management skills constitute a significant part of managerial success. A conflict not managed on time can be expensive at times'
 - a. What are the popular conflict management strategies?
 - b. Explain the levels of conflict intensity.
 - c. How conflicts can be converted in to functional conflicts?

(1x20 marks = 20 marks)

Syllabus	
Module 1	<p>Intergroup Relations and Conflicts: Overview, History of negotiations, Common elements of negotiations, Nature of conflict in organisations, Changing view of conflict, Types of Conflicts in organisations- Interpersonal, intrapersonal, Intergroup, Inter-organisational.</p>
Module 2	<p>Negotiations: Negotiation - Definition, Nature of Negotiation, Efficient and Effective Negotiators, Distributive Negotiation, Integrate negotiation – The Harvard Method, Obstacles in negotiation, international negotiation, cross cultural negotiation, rationality and cognition, multi-party negotiation, negotiation strategies; Third party negotiation. Multilateral and Coalition Negotiations - Epistemic communities, ratification, constituencies, multi-stakeholder frameworks; Problem-Solving Negotiations - Interests, assumptions and perceptions, alternatives, options development BATNA / WATNA, Circle Chart analysis; Issues in Negotiation - Gender, Culture and other factors. Interest based Negotiations - Active listening, communication skills, interest assessment, body language, information flow, and needs assessment.</p>
Module 3	<p>Collective Bargaining and Distributive Bargaining: Causes of Industrial Disputes, their Settlement & Prevention Mechanism, Formulas, types of agreements, and role of legal advisors; Role of Tripartism, Current Trends in Collective Bargaining, Industrial Democracy and Industrial Peace, Collective bargaining: Concept, Nature, functions and Types of; Collective bargaining in the Indian context; Negotiating a collective bargaining agreement. Distributive Bargaining - Concessions, bargaining range, resistance point, tactics, games, avoiding, yielding, contending, problem-solving.</p>
Module 4	<p>Conflict and Disputes Resolution: Conflicts; Conflict management - Conflict Management Strategies, improving group, organizational or team dynamics when conflict occurs– Collaborating, Compromising, Accommodating, Competing, Avoiding, Johari window. Industrial Relations Machinery in India; Provisions under the Industrial Disputes Act, 1947, Authorities under the Act, Reference of disputes to boards, courts or Tribunals, Procedures, Methods of industrial disputes resolution; Code on Industrial relation 2020, Forms of industrial conflicts; Labour turnover; workplace practices and cooperation.</p>
Module 5	<p>Trends in industrial conflict: Dynamics of conflict and collaboration; Nature, causes and types of recent industrial disputes, handling interest and rights disputes, Impact of Public Sector disinvestments, Emergence of MNCs, IT enabled work environment, Work from home strategy, Surveillance and privacy issues.</p>

Text Book

1. Wheeler, M. (2010). *Harvard Business Essentials: Guide to Negotiation*.
2. Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: negotiating agreement without giving in*. Penguin.
3. Malhotra, D., & Bazerman, M. (2007). *Negotiation genius: How to overcome*

obstacles and achieve brilliant results at the bargaining table and beyond. Bantam.

References and Suggested Readings

1. Schuster, M. H. (1984). *Union-Management Cooperation. Structure, Process, Impact.* WE Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
2. Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (2000). *Beyond winning: Negotiating to create value in deals and disputes.* Harvard University Press.
3. Dwivedi, R. S. (2002). *Managing human resources & industrial relations in Indian Enterprises.* Galgotia Publishing Company
4. Druckman, D. (2009). *Intuition or counterintuition? The science behind the art of negotiation.* *Negotiation Journal*, 25(4), 431-448.
5. Ury, W. L., Brett, J. M., & Goldberg, S. B. (1988). *Three approaches to resolving disputes: interests, rights and power.*
6. Funken, K. (2001). *The Pros and Cons of Getting to Yes-Shortcomings and Limitations of Principled Bargaining in Negotiation and Mediation.* Available at SSRN 293381.
7. Hopmann, P. T. (1995). Two paradigms of negotiation: Bargaining and problem solving. *The Annals of the American Academy of Political and Social Science*, 542(1), 24-47

Course Contents and Lecture Schedule

No	Topic	No. of Lectures
1	Intergroup relations and Conflicts	
1.1	Overview, History of negotiations, Common elements of negotiations.	2 Hours
1.2	Nature of conflict in organizations , Changing view of conflict.	2 Hours
1.3	Types of Conflicts in organisations- Interpersonal, intrapersonal, Intergroup, Inter- organizational.	3 Hours
2	Negotiations	
2.1	Negotiation - Definition, Nature of Negotiation, Efficient and Effective Negotiators, Distributive Negotiation, Integrate negotiation –The Harvard Method, Obstacles in negotiation, international negotiation, cross cultural negotiation, rationality and cognition, multi-party negotiation, negotiation strategies.	3 Hours
2.2	Third party negotiation; Multilateral and Coalition Negotiations - Epistemic communities, ratification, constituencies, multi-stakeholder frameworks; Problem-Solving.	2 Hours

	Negotiations - Interests, assumptions and perceptions, alternatives, options development BATNA / WATNA.	
2.3	Circle Chart analysis; Issues in Negotiation - Gender, Culture and other factors. Interest based Negotiations - Active listening, communication skills, interest assessment, body language, information flow, and needs assessment.	2 Hours
3	Collective bargaining and distributive bargaining	
3.1	Causes of Industrial Disputes, their Settlement & Prevention Mechanism, Formulas, types of agreements, and role of legal advisors; Role of Tripartism, Current Trends in Collective Bargaining.	2 Hours
3.2	Industrial Democracy and Industrial Peace, Collective bargaining: Concept, Nature, functions and Types of; Collective bargaining in the Indian context.	2 Hours
3.3	Negotiating a collective bargaining agreement; distributive bargaining - concessions, bargaining range, resistance point, tactics, games, avoiding, yielding, contending, problem-solving.	3 Hours
4	Conflicts and dispute resolution	
4.1	Conflicts; Conflict management - Conflict Management Strategies, Improving group, organizational or team dynamics when conflict occurs– Collaborating, Compromising, Accommodating, Competing, Avoiding, Johari window.	3 Hours
4.2	Industrial Relations Machinery in India; Provisions under the Industrial Disputes Act, 1947, Authorities under the Act, Reference of disputes to boards, courts or Tribunals, Procedures, Labor code on Industrial Relations 2020.	3 Hours
4.3	Methods of industrial disputes resolution; Forms of industrial conflicts; Labour turnover; workplace practices and cooperation.	2 Hours
5	Trends in Industrial conflicts	
5.1	Dynamics of conflict and collaboration	2 Hours
5.2	Nature, causes and types of industrial disputes	2 Hours
5.3	Handling interest and rights disputes, Influence of disinvestment, MNC and IT enabled work environment	3 Hours
	Total	36 Hours