



**JAIPURIA INSTITUTE OF MANAGEMENT
PGDM (G) TRIMESTER VI; ACADEMIC YEAR 2019-20**

Course Code and title	CAPE 601
Credits	3
Term and Year	VI Term / Batch 2019 -21
Course Pre-requisite(s)	
Course Requirement(s)	
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	Dr Pragya Gupta/ Dr. Radhika Bansal
Course Instructor Email	
Course Instructor Phone (Office)	
Student Consultation Hours	
Office location	Faculty lounge (2 nd Floor)

1. Course Overview

This course has been designed for those students who are about to embark upon their corporate journey. This course will help them effectively utilise available resources, both personal and professional (i.e., talents, strengths, skills, energy, time, etc.) to achieve one’s work and life goals. It would further aid them in recognising their ability to regulate emotions, thoughts and behaviours as per the demand of different situations. The course aims at equipping the budding professionals various tools and insights that would prove useful now and throughout their career trajectory. It would facilitate the aspiring managers in identifying their current situation, take suitable action and monitor their behaviours according to their priorities in life; as such become personally accountable for setting and working towards their own personal and professional achievements.

2. Course Learning Outcomes (CLOs):

After attending these sessions, the students will be able to:

CLO1: Identify and overcome self-limitations for self-improvement and personal development

CLO2: Comprehend the roles and challenges of work-life to maximize work performance

CLO3: Apply knowledge and life skills to reach one’s full potentials

3. Course Mappings

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X							
CLO 2							X	
CLO 3								X

4. Books & References:

Recommended Readings

- Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon and Schuster.
- Goleman, D. (2011). The brain and emotional intelligence: New insights. *Regional Business*, 94.
- Allen, D. (2015). *Getting things done: The art of stress-free productivity*. Penguin.
- Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
- Syed, M. (2015). *Black box thinking: The surprising truth about success*. Hachette UK.
- Achor, S. (2011). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Random House.
- Goldsmith, M. (2010). *What got you here won't get you there: How successful people become even more successful*. Profile books.

Internet Resources

- Wisdom for Life – <https://www.youtube.com/watch?v=WFc08j9eorQ&list=TLPQMDQxMjIwMTI6KROiLV9NQ&index=2>
- Being Effective at work - <https://www.mindtools.com/pages/article/being-effective.htm>
- How to do your job more effectively - <https://work.chron.com/job-efficiently-7998.html>
- Live your true story - <https://www.liveyourtruestory.com/work-effectively-with-others-communication/>

Movies

- Inside Job (2010)
- Office Space (1999)
- The Pursuit of Happiness (2006)
- 127 Hours (2010)
- Door to Door (2002)
- Up in the Air (2009)
- Wall Street (1987)
- Pirates of Silicon Valley (1999)
- Crazy people (1990)
- Erin Brockovich (2000)
- The Company Men (2010)
- Too Big to Fail (2011)

5. Session Plan

Session	Topic/ Sub Topic	Session learning outcome	Reading Reference	Pedagogy	CLO
Module 1 – Managing Self					
1	Introductory Session - Self-Critique	Introduction to personal effectiveness, course coverage/ assessments Self-assessment – important skillsets are required; personal gap analysis; where you want to be in future		Discussion	1
2	Goal setting and Goal alignment: Begin with the end in mind	Learn to prepare a comprehensive goal system taking into account alignment of personal goals with that of organization	Pre-read – 7 habits of highly effective people – Stephen Covey	Discussion Group Exercise	1,3
3	Motivating Self and positive thinking	Learn to handle uncomfortable situations and practice positive thinking	Pre-read – “You can win – <i>Winners don’t do different things, they do things differently</i> ” by Shiv Khera	Discussion	1
4	Time Management: Put first things first	Get acquainted with the skills, tools & techniques of effectively manage time	Pre reads – e.g., 7 habits of highly effective people – Stephen Covey	Discussion, Exercise	1,2
5	Self Confidence and assertiveness at work	Learn the art of communicating at the workplace with assertiveness	Pre-reads on Workplace Communication: Developing Assertiveness	Discussion	1
6,7	Critical thinking and problem solving	Learn to deal with complex business situations and find effective solutions	Pre-reads on innovative problem solving and decision making	Discussion, Videos and exercises	1
Module 2 – Managing inter-relationships					
8	Persuasive Communication and Art of negotiation	Understand the art of persuasive communication and negotiating for business: strategy & tactics	Pre-reads	Discussion, Exercise/ Role Play	2
9	Team Management and Virtual teams	Create and manage effective teams	Pre-read – Seven Disciplines of a leader by Jeff Wolf	Guest Lecture	2

10	Conflict Resolution	Get acquainted with the processes of understanding and resolving conflicts through communication	Pre-read on 5 styles of Conflict Management	Discussion and group exercises	1
11,12	Transactional Analysis (TA)	Pursuing effective interactions with others	Pre-read on Eric Bernes's three ego states	Discussion, Videos and exercises	3
Module 3 – Managing your Career growth					
13	Stress Management	Learn to keep stress level under control and use of various relief strategies such as cognitive, physical, sensory, emotional relief strategies	Pre-read – Seven Disciplines of a leader by Jeff Wolf	Guest Lecture	1
14	Work-Life balance	Learn the importance of balance between work and non-work domains		Case/ article Discussion	2,3
15	Happiness Quotient	Learn to focus on the good, building gratitude, eliminating the source of unhappiness, reducing stress		Discussion Group Exercise	3
16	Emotional Intelligence	Understand the meaning of emotional intelligence (EQ) and why it matters more than IQ	Pre reads – Emotional Intelligence by Daniel Goleman	Case/ Article Discussion,	3
17	Spiritual Quotient	Learn the art and practices of spirituality at work		Pre reads on Spirituality at work	3
18	Cross-Cultural Sensitivity	Comprehend the nuances of cross-cultural work settings		Discussion Assignment	3
19	Diversity and Inclusion	Get sensitized about the various forms of diversity at work and inclusive workplace behaviour	Pre reads on diversity – various forms	Case/ Article Discussion	3
20	A legal perspective on harassment at work - POSH	Understand the legal compliances/ procedures of workplace harassment		Guest Lecture	2
Video presentations - as a part of End Term Assessment (along with End term examinations of other courses)					

6. Assessment Tasks

ATN	Assessment Component	Description	Session planned	Weightage	CLOs
1	Classroom Participation	Participation in class discussions, exercises, discussion forums	Ongoing	20	

2	Quiz/ exercises	Assessment in form of online quiz or in class activity	8 th & 18 th Session	20	1
3	Written Assignment/Mind-Map	Moodle-based scanned Mind-map submission, Graphic representation of their understanding on any chosen topic taught till 14 th Session.	16 th Session	20	2
4	End Term Assessment – • Group Assignment • Video	Group research on a particular workplace situation and submit a unique case study/ situational report on LMS (after plagiarism check) Make a video based on the situation described in the report	End of the term	20 + 20	2,3

Assessment Task 1:

1. Assessment Details: Active participation of all students during the class session time and in the deliberations initiated at discussion forums.
2. Criteria used to grade task: Individual assessment
3. Task Assessor: Internal Faculty
4. Suggested time to devote to this task: Concurrent
5. Submission details: No submission of documents/ Soft copy to be uploaded on LMS
6. Feedback and return of work: On the spot and one to one in person

Rubrics for Classroom participation (20 marks)

Criteria	Below Expectation (<35%) 0 – 6.99 marks	Meets Expectation (35% to <70%) 7 – 13.99 marks	Exceeds Expectation (>70%) 14 – 20 marks
Classroom Involvement (5)	Projects lack of interest or disrespect for instructors and fellow students; rarely participates in-class activities Does not take or follow directions and reluctantly answers questions Inconsistently completes assignments	Most of the times listens when the instructor is speaking Somewhat attempts to follow directions or respond to questions Most assignments get completed on time but sometimes appear unprepared	Proactively listens to the instructor and actively participates Consistently able to follow directions or respond to questions Excellent effort in completing assignments and arrives fully prepared with reading, observations and questions
Quality of contributions in	Comments are irrelevant and do not advance the conversation	Comments sometimes advance the conversation but	Comments frequently help move the

the discussion forum (10)		sometimes do little to move forward	conversation forward and adds value
Facilitation (5)	Unwilling to work with others and display negative attitude Disrespectful of other's opinions	Find it difficult to work with others and display passive attitude Sometimes volunteers and participates	Always volunteers in class and display positive and consistent attitude Show leadership qualities

Assessment Task 2:

1. Assessment Detail: Online CBT quizzes (based on situations) will be conducted for the assessment.
2. Criteria used to grade this task: Individual
3. Task Assessor: Internal Faculty
4. Submission Detail: In Class/ Moodle based
5. Feedback: On the spot/ after the closure of the quiz

Rubrics for Quiz (20 marks)

Criteria	Below Expectation (<35%) 0 – 6.99 marks	Meets Expectation (35% to <70%) 7 – 13.99 marks	Exceeds Expectation (>70%) 14 – 20 marks
Clarity and understanding of the concepts	Most of the discussion points/ concepts are not clear and student is unable to understand the same.	Some of the discussion points/ concepts are clear and understood by the student	Most of the discussion points/ concepts are clear and understood by the student

Assessment Task 3:

1. Assessment Detail: A graphic representation of their understanding will be done using Mind-Maps.
2. Criteria used to grade this task: Individual/Could be done in a group of two
3. Task Assessor: Internal Faculty
4. Submission Detail: Scanned Moodle-based submission
5. Feedback: Script will not be returned, but feedback will be given after assessment

Rubrics for Mind Map (20 marks)

Criteria	Below Expectation (<35%) 0 – 6.99 marks	Meets Expectation (35% to <70%) 7 – 13.99 marks	Exceeds Expectation (>70%) 14 – 20 marks
Neatness and Presentation	The mind map was not neat enough to understand most concepts	The mind map was mostly well presented but some of the information was difficult to understand	The mind map was well presented and all the information is easy to understand

Use of images/symbols	The mind map includes some images	A few categories are enhanced with simple symbols or diagrams	Most categories are enhanced with simple symbols or diagrams
Use of color	Has used very little color in the mind map and has not used color to categorize throughout the mind map	Has included some color in the mind map but has not used color to categorize throughout the mind map	Has included color to show all connections and/or to categorize topics throughout the mind map
Understanding	The mind map demonstrates some understanding of graphic expression by including 2 elements for some categories	The mind map demonstrates some understanding of graphic expression by including 2 elements for each category	The mind map demonstrates some understanding of graphic expression by including all the elements for each category

Assessment Task 4:

1. Assessment Detail: Group Activity will be assigned by the course instructor.
2. Study group (Learning Teams) members are required to work collaboratively in team and submit a written report and make a video of the situational report submitted.
3. Criteria used to grade this task: Team Work, application and presentation of the idea
4. Task Assessor: Internal Faculty
5. Submission Detail: Soft Copy (Turnitin-based submission), Video Submission via Moodle.
6. Feedback: Feedback will be given after assessment/ scripts will not be returned.

Rubrics for Group Assignment (20 Marks)

Criteria	Below Expectation (<35%) 0 – 6.99 marks	Meets Expectation (35% to <70%) 7 – 13.99 marks	Exceeds Expectation (>70%) 14 – 20 marks
Subject Content	Many required elements are missing	Mostly contains all the required elements	All required elements are present and additional elements that add to the report
Quality of writing	Poorly organized write up with no distinct style and gives no new information	Write up is somewhat informative and organized and written in an interesting style	Write up is very informative and well organized and written in an excellent style

Rubrics for Video (20 Marks)

Criteria	Below Expectation (<35%) 0 – 6.99 marks	Meets Expectation (35% to <70%) 7 – 13.99 marks	Exceeds Expectation (>70%) 14 – 20 marks
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Concept	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on their goals and how their contributions will help them reach the goal.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.
Script	There is no script. Actors are expected to invent what they say and do as they go along.	The script is mostly complete. It is clear what each actor will say and do. The script is shows planning.	The script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. The script is quite professional.
Lighting Setup	Cameras are not set to an appropriate light level. Additional lighting may, or may not, be used.	Additional lighting has been used, but may not be set up optimally. Cameras are set to the appropriate light level.	Additional lighting has been used to eliminate shadows and glares. Cameras are set to the appropriate light level.
Sound Setup	Little attention was paid to ensuring quality sound during the shoot.	Microphones are positioned optimally to ensure that important sounds and dialogue are captured.	Microphones are positioned optimally to ensure that important sounds and dialogue are captured. The team has made every attempt to anticipate and filter out unwanted ambient noise in the recording.
Teamwork	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.

7. Academic Conduct

Institute's Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to

set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

LMS-Moodle/Impartus

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

Plagiarism:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to the Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.

8. Graduate Attributes (GAs) and Programme Learning Outcomes (PLOs)

Graduate Attributes (GAs)

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

Programme Learning Outcomes (PLOs)

The graduates of PGDM at the end of the programme will be able to:

PLO 1: Communicate effectively and display inter-personnel skills

PLO 2: Demonstrate Leadership and Teamwork towards achievement of organizational goals

PLO 3: Apply relevant conceptual frameworks for effective decision-making

PLO 4: Develop an entrepreneurial mind set for optimal business solutions

PLO 5: Evaluate the relationship between business environment and organizations

PLO 6: Demonstrate sustainable and ethical business practices

PLO 7: Leverage technologies for business decisions

PLO 8: Demonstrate capability as an Independent learner