M HRD
Semester –I

Paper: MH 401: PRINCIPLES AND PRACTICE OF MANAGEMENT

Instruction Hours = 70 Hours

Objectives : **The objective of this paper is to help students understand the conceptual framework of management.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits.**

Unit 1: Introduction to Management – Organisations and the need for management – The management process: Planning, organising, leading, controlling, managerial roles, The management process in practice – Types of managers and management levels – Functional and general managers – Management level and competencies – The challenge of management. **(08)**

Unit 2: The evolution of management theory – Early thinking about management – The evolution of management thoughts – The scientific management school: F. W. Taylor, Henry L. Gantt, the Gilbreths – Contributions of scientific management theory – Limitations – Behavioural school: Human relations movement – From human relations to the behaviuoral science approach – the contingency approach – New organizational environments – Globalisation and management – Multiculturalism. **(16)**

Unit 3: Planning and decision-making – Time and human relationships in decision-making – the problem-finding process – opportunity finding – deciding to decide – programmed and non-programmed decisions – Certainty, risk and uncertainty – The rational model of decision-making – Decision-making and creativity – Organisational design and structure: Division of work, departmentalization, hierarchy, coordination, differentiation and integration – Types of organisational structures: Product/market organisation – Matrix organisation, the formal and informal organization structure. **(26)**

Unit 4: Communication and Negotiation – Importance of effective communication – Communication process and interpersonal communication – Improving communication Process – Communication in organisations – Negotiating and bargaining – Using communication skills in negotiation. **(10)**

Unit 5: Controlling – Steps in the control process – Identifying key performance areas and strategic control points – Financial controls – Budgetary control methods – Management information systems. **(10)**

References:
1. Bajaj P. S., and Rao V. S. P., *Management Process and Organisation*, New Delhi: Excel Books.
2. Chandra Bose D., *Principles of Management and Administration,* New Delhi: Prentice-Hall of India
3. James A. F. Stoner, R. Edward Freeman and Daniel R. Gilbert, Jr., *Management,* Delhi: Pearson Education.
4. Massi Joseph L., *Essentials of Management,* New Delhi: Prentice-Hall of India
5. Parag Diwan, *Management Principles and Practices,* New Delhi: Excel Books.
6. Rao V. S. P., and Hari Krishna V., *Management: Text and Cases,* New Delhi: Excel Books.
7. Ricky W. Griffin, *Management (Indian Adaptation)*, New Delhi: Biztantra.
8. Robbins S. P., Coulter M., *Management,* New Delhi: Prentice-Hall of India.
9. Stoner James A. F., Freeman R. E., and Gilbert Jr. D. R., *Management,* New Delhi: Prentice-Hall of India..
10. Thomas N. Duening and John Ivancevich, *Management: Principles and Guidelines*, New Delhi: Biztantra.

M HRD
Semester –I

Paper: MH 402: LABOUR ECONOMICS

Instruction Hours = 70 Hours

Objectives : **To familiarise the students about the dynamics of labour market and application of the principles of labour economics to manage people at work.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: An overview of labour economics – Definitions – Key concepts of labour - peculiarities of labour – Labour and industrialisation. **(05)**

Unit – 2: Labour Market – Economic theory of the labour market – Characteristics of Indian labour market – labour force participation rate – employment–population ratio – Unemployment rate – female labour force participation – Labour supply curve – Labour supply elasticity – Labour supply over the life cycle and the business cycle. **(10)**

Unit – 3: Labour Demand – demand curve for labour – the employment decision in the short-run and the long run – isoquants and isocosts – substitution and scale effects – the elasticity of substitution – Marshall's rule of derived demand – The cross-elasticity of Factor Demand – Capital-skill complementarity hypothesis – Frictional and structural unemployment – Phillips curve – Unemployment and inflation. **(16)**

Unit – 4: Labour market equilibrium – equilibrium in a competitive labour market - Wage differentials Vs. wage discrimination – The cobweb model – monopsony – non-competitive labour markets – the labour demand of a monopolist – The hedonic wage function – Human capital: education and earnings – the marginal rate of return to schooling – post-school human capital investments – on-the-job training and the age-earnings profile – Female-male wage ratio – Wage, price and employment policy – Employment Policy and Five Year Plans. **(20)**

Unit – 5: Trade Unions and Trade Unionism – History – Types – Affiliation – Objectives – Union membership – inter and intra-union rivalry – Changing role of unions in the changed economic scene – determinants of union membership – Unions, productivity and profits – Child labour – Migratory labour - Contract labour – ILO and Indian labour Policy. **(19)**

References:

1. Ashenfelter Orley C. and Hallock Kevin F., *Labour Economics*, (Edward Elgar).
2. Campbell R. McConnell, Stanley L.Brue, David Macpherson, Contemporary *Labour Economics*, Tata McGraw-Hill.
3. Galeazzi Giorgio and Hamermesh Daniel S. (eds.), *Dynamic Labour Demand and Adjustment Costs,* Edward Elgar.
4. George J. Borjas, *Labour Economics*, Tata McGraw-Hill.
5. Maeshall F. Ray, Cartter Allan M. and King Allan G., *Labour Economics*: *Wages, Employment and Trade Unionism* Richard D. Irwin.

M HRD
Semester –I

Paper: MH 403: STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMPLOYEE RELATIONS

Instruction Hours = 70 Hours

Objectives : **To familiarise the students about the domain of managing human resources with a special focus on HR philosophy, policies, processes, programmes and practices.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit -1: Strategic human resource management: An overview – Definition – Objectives – Functions – Human resource department – roles, outputs and competencies of HR Managers – Human Resource Management and organisational performance. **(08)**

Unit – 2: Staffing the organisation – Job design – relationships among different job components – components of the job design process – job rotation, job enlargement and job enrichment – socio-technical approach to job design – uses of job analysis – job description and job specification - job-analysis methods – management position description questionnaire – potential problems with job analysis. **(10)**

Unit – 3: Human Resource Planning – stages in the human resource planning process – cascade approach – workload and workforce analysis – skills inventory – management inventory – succession planning and organisation replacement chart – common pitfalls in human resource planning – internal and external sources of recruitment – types of resumes and resume format – selection procedure – validation: empirical, predictive and concurrent validity – content and construct validity – reliability – steps in the selection process – testing: aptitude tests, psychomotor tests, job knowledge and proficiency tests, interest tests, psychological tests, polygraph tests, graphology – types and problems in conducting interviews – conducting campus recruitment – hiring a CEO – CEO competencies – the Thomas Profiling Hiring Technique – behavioural grid - induction and placement – promotion policy and criteria – transfer policy and criteria. **(20)**

Unit – 4: Payroll Administration – Compensation Management- specific policy issues in developing and implementing basic pay and salary structure - job evaluation, objectives, potential uses and methods – wage and salary surveys – Pay grades and ranges – incentive pay plans: individual, group and organisation-wide incentives. **(10)**

Unit – 5: Employee relations – An overview: Principles of Relationship management – Union-Management Relations – Industrial harmony Vs. Industrial conflict – Prerequisites of sound employee relations-Collective Bargaining - collective bargaining process – Good-faith bargaining –participants in negotiations: employer's role, union's role, role of third parties – collective bargaining agreements – Impasses in collective bargaining – Trends in collective bargaining – Prevention and settlement of industrial disputes-Organisational Exit: Organisational restructuring and its impact on human resource – reasons for downsizing- the process of downsizing – voluntary retirement scheme – exit policy – exit interview–retraining and redeployment–outplacement services. (**22**)

References:

1. Anthony William P, Perrewe Pamela L and Kacmar Michele K , Strategic *Human Resource Management,* The Dryden Press
2. Armstrong Michael A. *A Handbook of Human Resource Management,* Kogan Page.
3. Beardwell Ian and Holden, *Human Resource Management: A contemporary perspective, MacMillan*
4. Beer, M, Spector B, Lawrence PR, Mills DR and Walton RE, Managing *Human Assets,* Free Press
5. Casio Wayne F., Managing Human Resource: Quality of Worklife, Profits, McGraw Hill
6. DeCenzo David A. and Robbins Stephen P., *Personnel/Human Resource Management,* Prentice Hall.
7. Dowling P J and Schuler R S, *International Dimensions of Human Resource Management*, PWS-Kent
8. Fombrum C, Tichy N, Devanna M.A. , *Strategic Human Resource Management,* Wiley
9. Lloyd L. Byars and Leslie W. Rue, *Human Resource Management,* Homewood, IL: Irwin.

M HRD
Semester –I

Paper: MH 404: FINANCIAL MANAGEMENT

Instruction Hours = 70 Hours

Objectives : **To familiarise the students about the basic elements, objectives, principles, and processes of managing funds within an organisation and also to understand the financial implications of all HRD-related activities in organisations.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit 1: Overview of Financial Management: Role of Finance in Business Firm- Profit Maximisation Vs Wealth Maximisation – Managerial Actions to Maximise Shareholders' Wealth – Functions of the Financial Manager. **(08)**

Unit 2: Management of Working Capital: Working Capital Terminology- Determinants of Working Capital- Determining the Financial Mix – Aggressive, Conservative, Matching Approaches- Trade-Off between Profitability and Risk, Cash and Marketable Securities Management. **(12)**

Unit 3: Receivables and Inventory Management: Receivables Management- Credit Policies- Credit Standards, Credit Analysis- Credit Terms- Cash Discounts, Credit Period- Collection policies- Types of Collection Techniques- Factoring- Inventory Management- The Basic EOQ Model- Re-order Point- ABC System- Just-In-Time (JIT)- The Relationship between Receivables and Inventory. **(16)**

Unit 4: Dividend Theories: Walter's Model – Gordon's Model – Modigliani Miller Hypothesis – Types of Dividend – Cash Dividend, Non- Cash Dividends, Stock Splits – Corporate Dividend Practice in India. **(10)**

Unit 5: Mergers and market for control: Sensible motives for mergers-Types- Financial evaluation of mergers: Earnings and market value approach – Merger as a capital budgeting decision – Tender offers – sell-offs – corporate spin-offs, Equity carve-outs – Leveraged-buy-outs (LBO) – Leveraged capitalisation - Financial services – Theoretical foundations for various financial services – Merchant banking, Venture capital – Forfeiting, credit cards – recent developments.   **(24)**

References:

1. Gitman Lawrance, *Principles of Managerial Finance*, - Harper & Row
2. Bringham Engene F, *Fundamentals of Financial Management* - The Dryden press
3. Schall Lawrance D and Haley Charles W, Introduction *to Financial Management,* - Prentice Hall
4. John J Hampton, *Financial Decision Making,* - Prentice Hall,New Delhi
5. Van Horne James C, *Financial Management and Policy* - Prentice Hall
6. Solomon Ezra, *The Theory of Financial Management* - Columbia University Press
7. Martin Scott and Keown Petty, *Basic Financial Management* - Prentice Hall
8. Gordon M, *The Investment Financing and Valuation of the Corporation,* - Richard D Irwin
9. Khan M Y, *Financial Services,* - Tata McGraw Hill
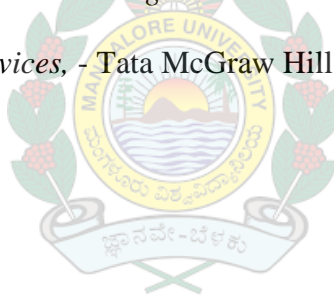
M HRD
Semester –I

Paper: MH 405: EMPLOYEE TRAINING AND DEVELOPMENT

Instruction Hours = 70 Hours

Objectives : **To equip the students in the science and art of conducting training needs analysis, design and development of training materials, delivering training, and evaluation of training and development programmes.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: Human Resource Development: An overview – HRM Vs. HRD – Strategic HRD – Vision, Mission & Values – HRD Philosophy – Objectives – Precursors of HRD– Components of HRD – Education, training, development – HRD Vs. training and development – Multidisciplinary nature of HRD – Recent approaches to HRD – Global HRD – HRD and organisational performance. **(10)**

Unit – 2: Theorising HRD – General Systems Theory, institutional theory, human capital theory, behavioural theory, resource-based theory – Cross-national studies – National studies – industry/sector level studies – Company-specific studies – Systematic T & D cycle – Needs assessment, design, delivery, and evaluation – Intended outcomes of HRD Philosophy, policies, processes, programmes and practices. **(16)**

Unit – 3: National context of HRD – National vocational education and training – Public policy and infrastructure – Ministry of HRD: structure, role and functions - Adult education – National education policy. **(08)**

Unit – 4: Organisational context – Main responsibility for training & development – HRD and line management – Indicators of corporate commitment to training and development – training budget and its components – Key activity areas of training and development function – Key drivers of training and development initiatives – Training needs analysis and assessment – Methods used to conduct training needs analysis at the individual, operational and organisational levels – Training and development methods and instructional approaches – in-house and external training provision – informational training, functional training , behavioural training, induction training, experiential

training, cross-cultural training, international training, training for quality and creativity, leadership training – coaching and mentoring – continuing educational programmes and organisational support – Purposes, levels, instruments, timing and designs of conducting training and development evaluation – criterion used to evaluate training and development department. **(26)**

Unit – 5: Corporate commitment to HRD – Key determinants – ownership pattern, nature of the main activity, organisational size and scale of investment, age of the organisation, ISO accreditation status, industry category, organisational lifecycle stage - future challenges of HRD – HRD 'best practices' and benchmarking – small and medium-sized Enterprises & HRD – TQM and HRD – HRD and Corporate University – virtual organisation. **(10)**

References:
1. Harrison, R., *Employee development,* London: Institute of Personnel and Development.
2. Mabey, C and Salaman, G, *Strategic Human Resource Management*, Oxford: Blackwell.
3. Rothwell, W.J. and Kasanas, H.C., *Strategic human resource development,* Englewood Cliffs, NJ: Prentice Hall.
4. Rothwell, W.J. and Kasanas, H.C., *Human resource development: A strategic approach,* Amherst, MA: HRD Press.
5. Rothwell, W.J. and Kasanas, H.C. *Strategic human resource planning and management*, Englewood Cliffs, NJ: Prentice Hall.
6. Stewart, J and McGoldrick, J (Eds.), *Human resource development: Perspectives, strategies, and practice,* London: Financial Times/ Pitman Publishing.
7. Stewart, J and Tansley, C, *Training in the knowledge based economy*, London: Chartered Institute of Personnel and Development.
8. Thomson, R. and Mabey, C, *Developing Human Resources*, London: Butterworth-Heinemann.
9. Walton, J., *Strategic Human Resource Development,* Essex: Financial Times/Prentice Hall.
10. Wilson, J (Eds) *Human resource development*, London: Kogan Page.

M HRD
Semester –II

PAPER MH 451: STRATEGIC MANAGEMENT

Instruction Hour   = 70 Hours

Objectives   :   To familiarise the students about the concepts, techniques, processes and significance of strategic management perspectives with a special focus on strategy formulation, implementation, evaluation and control.

Pedagogy   :   Lecture cum discussion, case study, group discussion, role play, management games, industrial visits

Unit-1:   Strategic Management – an overview: Nature and scope of strategic management, levels of strategic management, concept of strategy, formal planning and strategic intent, strategic planning process, strategic management Vs. operational management..   **(08)**

Unit- 2: Corporate mission and objectives – concept of mission and vision, constituents of corporate mission, stakeholders – goals and corporate mission: objectives – concept, hierarchy and importance of objective setting, corporate governance and strategy, ethics in strategic management.   **(12)**

Unit- 3: External and internal analysis – concept of environment, type and importance; PESST analysis; analysis of Michael Porter's Five Forces Model, strategic groups and preparation of ETOP internal analysis – concept of competitive advantage, generic building blocks, core competencies and competitive advantage – resources and capabilities: value chain analysis: internal factor analysis and preparation of SAP.   **(20)**

Unit- 4: Strategy formulation and implementation: strategic planning and approach to strategic formulation, developing alternative strategies, types of strategies: Strategy activation, policies, organisation structure, resources, commitment and corporate culture.
                                                                                                                      (15)

Unit-5: Strategic evaluation and control: concept and purposes of strategic evaluation and analysis, Gap analysis; strategic control system; ROI, budgeting, auditing systems; feed back and information systems.   **(15)**

References:

1. Azar Kaxmi, *Business Policy,* New Delhi, Tata McGraw Hill.
2. Hill and Jones, *Strategic Management – Text and Cases*, Chennai, All India Publishers.
3. Hill and Jones, *Strategic Management*, Chennai, All India Publishers.
4. Johnson and K Scholes, *Exploring Corporate Strategy*, New york, Prentice Hall.
5. Lawrence R Jaunch and William F. Gleck, *Business Policy and Strategic Management*, Singapore, McGraw Hill.

M HRD
Semester-II
PAPER: MH 452: BUSINESS ENVIRONMENT

Instruction Hours   = 70 Hours

Objectives	**:**	**To expose the students to the key socio-economic-politico and cultural environmental perspectives so as to enable the students in understanding the "big picture" of business.**
Pedagogy	**:**	**Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit 1: Conceptual Framework of Business Environment: Concept, Significance, and Nature of Business Environment – Internal and External, Changing Dimensions of Business Environment, Techniques of Environmental Scanning and Monitoring.   **(10)**

Unit 2: Economic Environment of Business: Significance – Elements- Economic Systems and Business Environment- Government Policies- Industrial Policy, Fiscal Policy, Monetary Policy, EXIM Policy- Development Banks and Promotion of Indian Business, Economic Reforms, Liberalisation.   **(16)**

Unit 3: Politico-legal Environment of Business: Critical Elements of Political Environment; Government and Business, Changing Dimensions of Legal Environment in India, Investor Protection, FEMA and Licensing Policy, Consumer Protection Act of 1986, Environment Protection.   **(20**)

Unit 4: Socio- Cultural Environment: Critical Elements of Socio-cultural Environment, Social Institution and systems, Social Values and Attitudes, Social Groups, Social Change and Corporate Choice, Dualism in Indian Society and problems of Uneven Income Distribution, Indian Business System, Social Responsibility of Business, Consumerism in India.   **(16)**

Unit 5: Global Environment: Multinational corporations, Foreign Collaborations and Indian Business – Foreign Direct Investment - Non-Resident Indians and Corporate Sector, WTO, Foreign Trade Policies.

(08)

References:

1. Bertozzi-Burgunder, "*Business, Government, and Public Policy: Concepts and Practices"* - Prentice Hall
2. Buchhloz "*Fundamental Concepts and Problems in Business Ethics*" - Prentice Hall
3. Buchholz "*Business Environment and Public Policy; Implication for Management and Strategy formulation"* - Prentice Hall

4. F. Cherunilam -*Business & Govt* - Himalaya Publishing House
5. Jan – Erik Lane "*State and Market: the politics of the Public and Private*" - Sage
6. Jeffrey A. Barach - *The Individual Business and Society* -–New Jersey - Prentice Hall
7. Parag Diwan L.N. Aggarwal –*Business Environment* - New Delhi, Excel Book.
8. Robert J. Mockler -*Business and Society* – NewYork, Harper &Row Publishers.
9. Robert W. Ackerman, *The Social Challenge to Business*- Cambridge, Harvard University Press,
10. Sudhir Lakhanpal - *Dynamics of Strategic Management* - New Delhi, Anmol Publications Pvt. Ltd.
11. Swyer *"Business and its Environment: Managing Social Impact"* - Prentice Hall
12. Thomas T. " *Managing Business In India*" – Bombay, Allied Publishers.
13. Victor " *Strategic Management in the Regulating Environment: Cases and Industry Notes"* - Prentice Hall

M HRD
Semester –II

Paper: MH 453: COMPETENCY DEVELOPMENT AND MANAGEMENT

Instruction Hours = 70 Hours

Objectives : To familiarise the students about the key elements of personal and professional competencies and the process of acquiring, building and nurturing such competencies to practice HRD profession in an effective and ethically sound manner.

Pedagogy : Lecture cum discussion, case study, group discussion, role play, management games, industrial visits

Unit–1: Competency development: An overview – Competence Vs. Competency – ability Vs. capability – elements of a competency model – competency profiling, mapping and development. **(10)**

Unit–2: Types of competencies – technical and non-technical competencies – conceptual, personal and interpersonal competencies – integrating competencies – Roles, outputs and competencies of HRD practitioners. **(16)**

Unit–3: Technical competencies: industry, process, technology, function, and lead business processes – Business competencies – managerial competencies – enabling competencies – Personal and interpersonal effectiveness – effective communication skills – assertiveness skills – human relations skills – emotional intelligence – decision making and problem solving skills – negotiating and counseling skills – time management – stress management – team building skills – Forming the team, setting targets, planning the activity, analysing problems, finding solutions, putting them into action, validating the result, registering achievement – Building self-managed teams -leadership skills. **(20)**

Unit–4: Competency Development Process – Data gathering and preparation – Data analysis – Validation – Organisation's skill matrix – common pitfalls in implementing a competency-based HR system – Linkages between organisational and people competencies – Competency clusters – People Capability Maturity Model: Managed practices, tailored practices, measured and aligned practices, continuously improving processes. **(16)**

Unit–5: Assessment Centres – History – assessment centre design – characteristics – assessment centre and development centre – Principles – essential elements – Tools and techniques – role of assessor, assessee, the facilitator and the company management – competency management process – competency manager's responsibilities : - team competency standards and benchmarks – capability building cycle – organisational transformation and effectiveness.

(08)

References:

1. Ganesh Shermon, *Competency Based HRM* – New Delhi:McGraw-Hill.
2. *Harvard Business Review on Managing People* USA: Harvard College.
3. Murray Ainsworth, Anne Millership, Naville Smith, *Managing People: Understanding and improving team performance* – New Delhi: Leads Press.
4. Raghav S. Nandyal*, People CMM: Interpreting* people *CMM for software Organisations* New Delhi- McGraw-Hill
5. Udai Pareek & T.V. Rao, *Designing and Managing Human Resource Systems -* New Delhi: Oxford & IBH Publishing.

M HRD
Semester –II

Paper: MH 454: HUMAN RESOURCE INFORMATION SYSTEM AND COMPUTER APPLICATION

Instruction Hours = 70 Hours

Objectives   :   To make the students understand and appreciate the strong relationship among human resource management, information system, and information technology with a special focus on the application of computer and SPSS package in the management and development of human resources.

Pedagogy   :   Lecture cum discussion, case study, group discussion, role play, management games, industrial visits

Unit 1: Framework of information systems and technology – Decision making and information systems (IS) – Technology for information systems – Computer networks – Database management systems – Components of information systems – Transaction processing systems – Decision support systems – Executive information systems – Artificial Intelligence and expert systems.   **(10)**

Unit 2: Developing information systems – Planning and implementation of IS strategy – System development – System analysis and design – System implementation and maintenance – Social and organisational impact of IS and IT.   **(08)**

Unit 3: Human Resource Information System (HRIS) – Computers in HRM – Enterprise Resource Planning (ERP) – A general HRIS model – Employee data, organisation data, relational database – Report generation – Acquiring and implementing HRIS – Phases of HRIS acquisition: Needs analysis, design and development, implementation and maintenance – Uses of computer and HRIS in HRM – Clerical applications, applicant search expenditures, risk management, training management, financial planning, turnover analysis, succession planning, flexible benefits administration, compliance with government regulations, attendance reporting and analysis, human resource planning, accident reporting and prevention.   **(16)**

Unit 4: Capabilities of an HRIS – Input function – Components of HRIS input-function – Master files or database – Input activities: entry, edit, validation – Message table – Acceptance or error notification – Edit/validation criteria tables – Edit/validation table values – Data maintenance function – Components: transaction from input function – data maintenance activities: update data, create records, derive data – typical files/databases – HRIS output–Function components: Master files, history files, transaction files – Output activities: select, process, report, other systems – Output request procedures – Output dissemination procedures – Ad-hoc reporting capability – Report library – Steps in implementing an HRIS – Managing information resources – Information security and cyber laws – Control and audit of IS.   **(20)**

Unit 5: Computer, SPSS and HRIS – Transforming variables – Basic statistical concepts – Summarising data: descriptive statistics – comparing means: Analysis of variances – Chi-square test of independence for discrete data – Correlation analysis – Multiple regression – Logistic regression – Data reduction and scale reliability: Factor analysis – Organisation and presentation – Charts and editing output.   **(16)**

References

1. Cynthia D. Fisher, Lyle F. Schoenfeldt and James B. Shaw, *Human Resource Management,* Chennai: All India Publishers and Distributors.
2. Lloyd L. Byars and Leslie W. Rue, *Human Resource Management* Homewood, IL: Irwin.
3. Michael J. Kavanagh, Hal G. Gueutal, and Scott I. Tannenbaum, *Human Resource Information Systems: Development and Application*, New York: International Thomson Publishing Inc.
4. Stephen E. Forrer and Zandy B. Leibowitz, *Using Computers in Human Resources,* San Francisco: Jossey-Bass.
5. Prasad L. M. and Usha Prasad, *Information Systems and Technology*, New Delhi: Sulthan Chand & Sons
6. Ajai S. Gaur and Sanjaya S. Gaur, *Statistical Methods for Practice and Research: A guide to data analysis using SPSS,* New Delhi: Sage.
7. William E. Wagner, *Using SPSS for Social Statistics and Research Methods,* New Delhi: Sage.

M HRD
Semester –II
PAPER: MH 455: RESEARCH METHODS IN BEHAVIOURAL SCIENCE

Instruction Hours = 70 Hours

Objectives	**:**	**To expose the students to the world of conducting personnel research by properly understanding the role of behavioural science and appropriate research methods and techniques to understand, predict and control human behaviour in the workplace with a special focus on qualitative and quantitative research; action research; empirical investigation in the fields of psychology, sociology and cultural anthropology; and research ethics.**
Pedagogy	**:**	**Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: Recent methodological debates and disputes in business and management research - Positivism: deductive research methodologies – Neo-empiricism: inductive research methodologies – Multimethod research and case studies – Qualitative and Quantitative research. **(10)**

Unit – 2: Qualitative Research – Conceptual Framework – Research Design – Data collection methods – ethnography and observation – interviews – texts – naturally occurring talk – visual images – credible qualitative research – relevance and potential of qualitative research. **(10)**

Unit – 3: Action Research – Practical problem solving and generating new theoretical insights – Science, epistemology and practice in action research – knowledge generation in Action Research: the dialectics of local knowledge and research-based knowledge – Human inquiry, action inquiry, self-reflective inquiry, and mapping the varieties of action research –Focus Groups – the behavioural science origins of focus groups – group dynamics and focus group research – recruiting focus group participants and designing the interview guide – the focus group moderator – conducting the focus group – analysing focus group data – HR consulting: consultancy and strategic knowledge – Generic Analytical Activities (GAAS): comparison, explanation, prediction, prescription – Deductive and inductive reasoning – Multi-dimensional reasoning – Ladder of inference – Consultants and client relationships – GAAs and barriers to learning – Comprehension and abstraction – Risk and uncertainty – Vested interests and organisational politics. **(20)**

Unit – 4: The empirical method in psychology – Quasi-experimental designs – Surveys and sampling – observation – psychophysiological methods – psychophysical methods – using psychometric tests – Questionnaire design – interviewing methods – using self-recording: Diary and narrative methods – interpretative phenomenological analysis – grounded theory – discourse analysis – principles of statistical inference tests – multivariate data analysis – Structural equation modeling – meta-analysis. **(20)**

Unit – 5: Research ethics – ethical conduct in behavioural science research – ethical approaches – codes and principles – regulating ethics – informed consent – confidentiality – avoiding harm and doing good – relationships, integrity and an ethic of care – future challenges. **(10)**

References:

1. Catherine Marshall and Gretchen B. Rossman, *Designing Qualitative Research,* (New Delhi: Sage).
2. David Silverman., *Interpreting Qualitative Data* –(New Delhi: Sage).
3. David W. Stewart, Prem N. Shamdasani, and Dannis W. Rook., *Focus Groups,* (New Delhi: Sage).
4. Davydd J. Greenwood and Morten Levin., *Introduction to Action Research,* (New Delhi: Sage).
5. Glynis M. Breakwell, Sean Martin Hammond., Chris Fife-Schaw and Jonathan A. Smith., *Research Methods in Psychology,* (New Delhi: Sage).
6. Jean N. Mcniff and Jack Whitehead., *All You Need to Know About Action Research*, (New Delhi: Sage).
7. John C. Reinard., *Communication Research Statistics* (New Delhi: Sage).
8. Mark Israel and Iain Hay., *Research Ethics for Social Scientists,* (New Delhi: Sage).
9. Phil Johnson and Murray Clark, *Business Management Research Methodologies,* (New Delhi: Sage).
10. Ranjith Kumar., *Research methodology,* (New Delhi:Sage).
11. Uwe Flick, *An Introduction to Qualitative Research,* (New Delhi: Sage).

Choice-Based Credit System
(Choice-based Paper- MHRD Course)
Paper: MH 501 Soft Skills Management (4 Credits)

Instruction Hours: Theory = 50
                   Practicals = 20 } 70 hours

Objectives: **To enhance the personal and professional effectiveness of the students by exposing them to the art and science of self-awareness and development.**

Pedagogy: **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit -1: Self-awareness and development : An overview – self-disclosure through soul searching – Personal SWOT analysis – self respect Vs. Self esteem – Self-analysis, awareness and development – Personality lab – Personality traits – Personality development. **(10)**

Unit -2: Personal and interpersonal effectiveness – Perception, Attitudes, beliefs, opinions, values and behavioural patterns – Personal Value Profile – Assertiveness – Self-discipline and determination – Empathy – Emotional intelligence – Perseverance – Emotional resilience and agility – courage, confidence, conviction and commitment – Life skills and social etiquette – peer-level influences – Managing the ego of boss – managing the subordinates. **(15)**

Unit -3: Effective Communication and human relations skills – Written, oral and non-verbal communication – Briefing and debriefing – conducting meetings – Group discussion – case analysis – reasons for communication breakdown – electronic communication – internet and intranet – e-mail and fax – telephonic conversation – presentation and public speaking skills – Negotiating skills and techniques. **(15)**

Unit -4: Problem-solving and decision making skills – Problem-solution framework – Work space, personal space, family space and social space – problems with full, partial and no solutions – problems Vs. conditions of life – 'out of box' thinking – convergent Vs. divergent thinking – creativity in management – imagination, creativity and innovation. **(10)**

Unit -5: Personal and professional excellence – 'plan-do-check-action' cycle – Perfection Vs. excellence – managing success and failures – Achiever's mindset – Manners and mannerisms – preparation of resume – biodata, curriculum vitae and resume – strategies and techniques of successfully facing the employment interview – Guidelines for conducting the interview – Time management: time wasters, time analysis, time budget, time audit and techniques of time management – personal well-being: physical, mental, intellectual, social and spiritual effectiveness. **(20)**

References:

1. Bhatia Hansraj, 1970: *Elements of Social Psychology,* Bombay: Somaiya Publications (P) Ltd.
2. Brown, D & Srebalu, D.J.1988: *Introduction to Counselling Profession*, Englewood Cliffs: Prentice Hall.
3. Carkuff, R.R, Pierce R, 1978: *The Art of Helping*; Mumbai: Carkuff Institute of Human Technology; Better yourself Books
4. Currie, Fe., 1976: *Barefoot Counsellor – A Premier in Building Relationships*, Bangalore: Asian Trading Corporaion.
5. Stephen R.Covery: *The 7 Habits of Highly Effective People*, London: Simon & Schuster Ltd.
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7. Napoleon Hill: *The Law of Success*, Bangalore: Master Mind Books
8. Napoleon Hill: *Think and Grow Rich*: New York: Ballantine Books
9. Denis Waitly: *Empires of the Mind*, London: Nicholas Brealey Publishing.
10. Daniel Goleman: *Emotional Intelligence*: New York: BantamBooks.

M HRD
Semester –III

Paper: MH 502: PERFORMANCE MANAGEMENT

Instruction Hours = 70 Hours

Objectives : **To expose the students to the promising area of performance management with a special focus on performance planning, implementation, assessment, analysis and improvement along with the role of potential appraisal and assessment centres in organisations.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit 1: Performance management: An overview – Definition – Objectives – Performance management process – Dimensions – Nature and Scope. **(08)**

Unit 2: Performance appraisal – Merit rating, performance evaluation and performance appraisal – Uses of performance appraisal: Developmental uses, administrative uses, organizational maintenance objectives, and documentation – Criteria for a good appraisal system: Validity and reliability – Relationship among relevance, deficiency and contamination – Freedom from bias – Freedom from rating errors: Leniency, severity, central tendency, recency and halo errors – Unintentional and intentional errors – Reasons for inflating and deflating ratings – Operating and human resource costs of developing and implementing an appraisal system. **(16)**

Unit 3: Performance measurement – Categories of performance information: Traits, behaviours, and results – Trait-based appraisals – Behaviour-based appraisals – Result-based appraisals – Methods of appraising performance: Objective and subjective measures – Objective measures: production measures, rupee sales, personnel data, performance tests, business unit performance measures – Subjective measures: Ranking Vs. rating – Comparative procedures: ranking, paired comparisons, forced distribution – Absolute standards: Graphic rating scales, mixed standard scale, weighted checklist, forced-choice, critical incident technique, behaviourally anchored rating scales, behavioural observation scales – Management by objectives (MBO). **(16)**

Unit 4: Raters of employee performance – Self evaluation – Peer evaluation – Subordinate evaluation – Customer evaluation – Computers in performance evaluation – 360-degree appraisals – Potential appraisal and assessment centre - The Philip's Model: Problem children, stars, solid citizens, planned separation – Potential appraisal criteria: conceptual, interpersonal and operational effectiveness – Achievement motivation - Appraisal interview. **(16)**

Unit 5: Key issues in performance appraisal and management – Training evaluators: Rater error training, frame-of-reference training, information processing approaches – Feedback to evaluators – Types of feedback interviews: tell and sell, tell and listen, problem solving – Problems with the appraisal interview – Motivating and rewarding performance – Performance appraisal and ethics – Future challenges of performance management. **(14)**

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2. Lloyd L. Byars and Leslie W. Rue, *Human Resource Management* Homewood, IL: Irwin.
3. Gary P. Latham and Kenneth N. Wexley, *Increasing Productivity through Performance Appraisal,* Reading, Mass: Addison–Wesley.
4. Allan M. Mohrman, Jr., Susan M. Resnick-West, and Edward E. Lawler III, *Designing Performance Appraisal Systems – Aligning appraisals and organizational realities,* San Francisco, Calif.: Jossey-Bass
5. T. V. Rao Human *Resource Development*: *Experience,Intervention*, New Delhi : Sage Publications
6. T. V. Rao HRD *Audit: Evaluating the Human Resource Functions for Business Improvement.* New Delhi: Response Books.

M HRD
Semester –III

Paper: MH 503: ORGANISATIONAL BEHAVIOUR

Instruction Hours = 70 Hours

Objectives : **To familiarise the students about the key elements, techniques and processes of understanding human behaviour in organisations with a view to enhancing individual, interpersonal, team, inter-team and organisational effectiveness**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit 1: An Overview of Organisational Behaviour: Evolution – Concepts and Approaches -Consistency Vs. Individual Differences in Human Behaviour - Tools for Learning about Behaviour in Organisations - Challenges and Opportunities for Organisational Behaviour. **(08)**

Unit 2: Individual Behaviour: Biographical Characteristics – Ability-Job Fit - Traits and Determinants of Personality - Personality-Job Fit Theory – Perception – Learning - Adult Learning Curve – Values and Attitudes – Sources and Types of Values and Attitudes - Job Satisfaction, Job Involvement, and Organisational Commitment. **(16)**

Unit 3: Group behaviour: Concept of Group - Stages of Group Development – Group Behaviour Model- Group Decision Making – Teams Vs Groups - Team Effectiveness Model - Interpersonal Relations – Johari Window – TA - Conflict Process – Negotiation and Bargaining – Distributive Vs Integrative Bargaining – Managing Inter-group Relations. **(20)**

Unit 4: Leadership Theories and Application: Trait, Behavioural, and Contingency Theories –Recent Approaches to Leadership – Transformational Leadership – Leadership and Power – Organisational Politics - Organisation System: Organisation Design – New Work Designs and Technology – Tasks Characteristics Theories - Work Space Design – Job Rotation, Job Enlargement – Job Enrichment – Flex time. **(16)**

Unit-5: Organisational Citizenship Behaviour - Psychological contract – Employee disengagement behaviour -Workplace Violence: Sources and forms - workplace emotional abuse, workplace bullying, - Prevention and intervention: organisational response to workplace violence - Screening and selecting out violent employees - Preventing insider – initiated workplace violence - Indian ethos and behaviour modification. (**10**)

References:
1. Adler N.J., *International Dimensions of Organistional Behaviour*,- Kent
2. Boony L.E. and Bowen D.D. (eds), *The Great Writings in Management and Organisation Behaviour*, - Random House
3. Campbell J P and Campbell R J (eds), *Productivity in Organistions: New Perspectives from Industrial and Organistional Psychology*, - Jossey-Bass
4. Cotton J.L., *Employee Involvement*, - Sage
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9. Dunnette M.D. and Hough L.M. (eds), *Hand Book Of Industrial and Organisational Psychology*, - Consulting Psychologists Press.
10. Hackman J R (ed.) *Groups That Work (And Those that Don't)* - Jossey-Bass.
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12. Kevin Kelloway, Julian Barling and Joseph Hurrell (Eds) '*Handbook of Workplace Violence'*, New Delhi: Sage
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14. Lorsch J. W. (ed), *Hand Book of Organisational Behaviour* - Prentice Hall
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17. Pfeffer J, *Managing with Power*, - HBS Press
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19. Schein E H, *Organisational Psychology* - Prentice-Hall
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21. Shonk J H, Team-*Based Organisation* - Irwin
22. Stone E., *Research Methods in Organisational Behaviour* - GoodYear
23. Yukl G, *Leadership in Organisations*, - Prentice Hall

M HRD
Semester –III
Paper: MH 504: LABOUR LEGISLATION

Instruction Hours = **70 Hours**

Objectives : **To familiarise the students about the legal framework regulating the behaviour, working conditions, economic benefits, and union-management relationship.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit 1: Labour Laws: Growth of Labour Legislation in India – Principles of Labour Legislation – Scope- Indian Constitution and Labour Legislation – Administration of Labour Legislation in India – Enactment and Enforcement of Labour Laws - ILO and Labour Legislation. **(10)**

Unit 2: Legislation Regulating Working Conditions in Factories: The Factories Act, 1948: Preliminary - Inspecting Staff – Health, Safety, and Welfare – Hazardous Process – Working Hours of Adults – Annual Leave – Penalties – Interpretations and Case Studies. **(10)**

Unit 3: Social Security Legislation: The Workmen's Compensation Act, 1923; The Employees Provident Funds & Miscellaneous Provisions Act, 1952; The Payment of Gratuity Act, 1952; The Maternity Benefit Act, 1961; The Employees State Insurance Act, 1948 – Important Provisions – Interpretations and Case Studies. **(16)**

Unit 4: Legislation Pertaining to Wages and Bonus: The Payment of Wages Act, 1936; The Minimum Wages Act, 1948; The Payment of Bonus Act, 1965 - Main Provisions – Interpretations and Case Studies. **(16)**

Unit 5: Legislation Governing Industrial Relations: The Industrial Disputes Act, 1947 – Preliminary Authorities – Strikes & Lockouts – Lay-off, Retrenchment – Unfair Labour Practices – Penalties; The Industrial Employment (Standing Orders) Act, 1946; The Trade Unions Act, 1926 - Provisions – Interpretations and Case Studies - General Understanding of Other Labor Laws: The Child Labor (Prohibition & Regulation) Act, 1986; The Apprentices Act, 1961. **(18)**

References:

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2. Kapoor N D and Tripathi P C, *Industrial Laws and Practice*, - Sultan Chand and Sons
3. Kapoor N D, *Handbook of Industrial Law,* - Sultan Chand and Sons
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5. Malik P L, *Handbook of Industrial and Labour Law*, - Manas
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7. Ramaswami and Ramaswami, *Industry and Labour,* - Oxford University Press
8. Sharma A M, *Labour Administration in India,* - Manas
9. Srivastava K D, *Law Relating to Trade Unions and Unfair Labour Practices in India,* Manas
10. Vaid K N, *State and Labour in India,* - Asia Publication

M HRD
Semester –III

Paper: MH 505: KNOWLEDGE MANAGEMENT

Instruction Hours = **70 Hours**

Objectives : **To expose the students to the newly emerging domain of knowledge management with a special focus on knowledge acquisition, creation, documentation, sharing, transferring, and knowledge application in an effective and ethically sound manner in organistions.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: Fundamentals of Knowledge and Knowledge Management (KM) - Knowledge, intelligence, experience, commonsense – Data, information, knowledge, wisdom – types of knowledge – Knowledge Management System Life cycle – main responsibility for KM in the corporate sector – causes and drivers of KM initiatives-KM–strategy linkage.
(**08**)

Unit – 2: Knowledge Creation and Knowledge Architecture – Nonaka's Model of knowledge creation and transformation – capturing tacit knowledge –knowledge capture techniques – Brainstorming – Protocol analysis – the Repertory Grid – Nominal Group Technique _ The Delphi method – concept mapping and Semantic nets – Knowledge codification. (**16**)

Unit – 3: Knowledge Transfer and Knowledge Sharing - the knowledge-doing gap – prerequisites for transfer – transfer methods – Role of the internet and intranet in knowledge transfer – Extranets and knowledge exchange – corporate e-learning – causes and drivers – aims of using e-learning – use of e-learning and the types of training – developing e-learning materials – key issues and challenges in corporate e-learning. (**16**)

Unit – 4: KM System tools and portals – Neural Networks as a learning model – Data mining and business intelligence – Data warehouses – Meaning, evolution and characteristics of Portals – Portals and the business transformation. (**16**)

Unit – 5: Future of Knowledge Management – Managing knowledge workers – Personality and professional attributes – technology and the knowledge worker – Knowledge Domains – nature of KM application in the corporate sector – KM metrics used to measure and assess the business value of KM – Benefits and challenges of KM – KM and ethics. (**14**)

References:

1. Amrit Tiwana, *The Knowledge Toolkit: Practical Techniques for Building a Knowledge Management System*, - Delhi: Pearson Education, Inc.
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M HRD
Semester –IV

Paper: CM 551: LEARNING INTERVENTIONS AND MANAGEMENT

Instruction Hours = 70 Hours

Objectives : **To familiarise the students about the management of learning and learning interventions with a special focus on learning theories, learning culture, learning organisation, learning technology, and learning methods in organisations.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit–1: Fundamentals of learning – Definitions – Individual learning, Team learning, Organisational learning, Formal learning, Informal learning, Purposeful learning, Accidental learning, Experiential learning, Single-loop learning, Double-loop learning, Deutero learning, Workplace learning, Lifelong learning, Self-regulated learning, Action learning, E-learning – Learning cycle – Learning styles – Learning preferences.   (**10**)

Unit-2: Learning theories – Pavlov's Classical Conditioning Theory, Skinner's Operant Conditioning Theory, Bandura's Social Learning Theory, Cross's Adult Learning Theory, Knowles' theory of Andragogy, Festinger's Cognitive Dissonance Theory, Bruner's Constructivist Theory, Rogers's Experiential Learning Theory, Piaget's Genetic Epistemology Theory, Wertheimer's Gestalt Theory, Miller's Information Processing Theory, DeBono's Lateral Thinking Theory, Gardner's Multiple Intelligences Theory, Lave's Situated Learning Theory.   (**20**)

Unit-3: Learning culture – Definitions, Key elements of learning culture (OCTAPACE) – Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimenting. Learning environment – Definitions and Key elements - Situational constraints to learning and performance – Continuous learning and development – Learning outcomes: Perceived competence/self-efficacy, Attitude towards training and learning, Satisfaction with personal and professional development.   (**16**)

Unit-4: Learning Organisations – Definitions – Senge's five key principles of the learning organisation – Watkins and Marsick's seven imperatives of the learning organisations - dimensions of learning organisations – Key challenges of learning organisations.   (**08**)

Unit-5: Learning interventions – Trends and Status of learning in the new millennium – Experiential Learning Model: Experiencing, publishing, processing, generalising, applying -Lecture-cum-discussion – Group discussion - Role playing – Sensitivity training – Case study – Management games – Simulation – Wilderness training – In-basket training – Incident process – Vistibule training – Internship training – Projects – Videotapes and movies – Multimedia Presentations.   **(16)**

References:

1. Chris Argyris and Donald A. Schon, *Organisational Learning II: Theory, Method, and Practice*, Reading, Massachusetts: Addison–Wesley
2. Chris Argyris, *On Organizational Learning*, Oxford: Blackwell
3. Jack. J. Phillips (Series Editor), Karen E. Watkins and Victoria J. Marsick (Eds.), *In Action Creating the Learning Organization*: Volume – 1, Virginia: American Society for Training and Development
4. Jennifer Joy - Mathews, David Megginson and Mark Surtees, *Human Resource Development*: NewDelhi: Kogan page
5. Peter M. Senge, *The Fifth Disciplin:e The Art and practice of learning organisation*, New York: Currency Double day
6. Udai Pareek and T.V. Rao, *Designing and Managing Human Resource Systems:* New Delhi: Oxford and IBH
7. Udai Pareek, *Training Instruments in HRD and OD,* New Delhi: Tata McGraw – Hill

M HRD
Semester –IV
Paper: MH 552: Employee Involvement and Empowerment

Instruction Hours = 70 Hours

Objectives : **To expose the students to the newly emerging domain of employee involvement and empowerment with a special focus on the key elements, theories, techniques, processes and methods of effectively involving and empowering employees within organisations.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: Employee Involvement and Empowerment**:** An overview – Definition, history, objectives – Control vs. Involvement-oriented approach – Participation, delegation, and employee involvement - HRM and employee involvement & empowerment.   **(08)**

Unit – 2: Theorising Employee Involvement and Empowerment – Maslow's need hierarchy, Herzberg's two-factor theory, Theory X & Y, Achievement motivation theory, Expectancy theory, ERG theory, Socio-technical theory, Job characteristics theory, LMX theory, Theory Z, and Social cognitive theory.   **(16)**

Unit - 3: Employee Involvement – Key elements: Power, Information, Reward, and Knowledge (PIRK) – Types of Employee Involvement – Employee Involvement Philosophy, Policies, Processes, Programmes, and Practices: Suggestion scheme, Attitude survey, Quality circle, Kaizen, Teamwork, Works committee, Profit sharing, Gain sharing, Employee stock option plan (ESOP).   **(16)**

Unit - 4: Employee Empowerment – Key elements: Meaning, Competence, Self-determination, and Impact – Nature of psychological empowerment – Empowerment Process – Consequences of empowerment - Facilitators & barriers to employee empowerment.   **(16)**

Unit - 5: Impact of employee involvement and empowerment on employee attitudes and performance – Trade unions and employee involvement – Workforce diversity and employee involvement and empowerment – TQM and employee involvement and empowerment – Organisational determinants of employee involvement and empowerment – High-involvement work practices and organisational effectiveness – Employee involvement and empowerment: future challenges.   **(14)**

References:

1. Cotton, J. L. – *Employee Involvement: Methods for improving performance and work attitudes.* CA: Sage.
2. Dale, H. Besterfield, Carol, Besterfield, Glen, H. Besterfield & Mary Besterfield – *Total Quality Management*. London: Prentice Hall.
3. Gary Yukl – *Leadership in Organisations.* Singapore: Pearson.
4. Gerald, R. Ferris & Ronald, M. Buckley – *Human Resource Management: Perspective, context, functions & outcomes*. Prentice Hall Inc.
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10. Stephen, P. Robbins – *Organisational Behaviour*: Concepts, controversies & applications. London: Prentice Hall.

M HRD
Semester –IV

Paper: MH 553: EMPLOYEE RETENTION MANAGEMENT

Instruction Hours   = 70 Hours

Objectives   :   To familiarise the students about the relevance and significance of not only attracting but more importantly retaining talented people in organisations with a special focus on career management, benefits administration, managing workforce diversity, and health and safety administration.

Pedagogy   :   Lecture cum discussion, case study, group discussion, role play, management games, industrial visits

Unit – 1: Employee Retention Management: An overview – Objectives – Consequences of high attrition rates – employee retention management framework and strategies.   **(08)**

Unit – 2: Career Management – Objectives of career planning – employee's, manager's and organisation's responsibilities – potential career planning – roles of managers – developing a career plan – job hopping - career counseling – career pathing – reviewing career progress – dealing with career plateaus – classifying managerial careers – rehabilitating ineffective plateauees– outplacement services – protean careers – Countering Middlescence – obsolescence of middle managers – Personality needs of middle managers: flexibility, adaptability, leadership, experience – organisational inputs: Shared understanding, retraining, learning, job rotation, redeployment, institutional roles, task forces, mentoring, overseas assignments – Self career and family assessment – Acceptability of superiors, peers and subordinates.   **(16)**

Unit – 3: Benefits Administration – Employee benefits – categories – trends and status of employee benefits package in the corporate sector – flexible benefit plans – problems with flexible plans – Social security measures – retirement benefits – disability benefits – Health insurance – Paid holidays- Incentive management – shopfloor incentives – Managerial incentives – 'across-the-broad' incentives – PGR model – Non-monitory incentives – Managing employee expectations: Transparent reward administration process – competitively positioned compensation packages – Sensitization to individual life styles and needs.   **(10)**

Unit -4: Managing workforce diversity – managing gender bias – Myth of the weaker sex – fighting stereotypes – Retaining women managers – Daycare crèches – Part-time work schedules – Alternate day jobs – work from home – work-life balance – QWL – Appraisal and reward systems.   **(10)**

Unit – 5: Health and Safety Administration – Occupational safety and health – on the job injuries – Hazardous substances – occupational diseases – Industrial accidents: causes and consequences – Accident proneness - Health and safety enforcement – Mental health and the workplace – Stress management: causes, consequences, coping strategies, stress reduction – employee assistance programmes – Employee Satisfaction Survey (ESS): key dimensions, purpose, data collection, feedback – measuring success – Assessment criteria – action taken – Merits and demerits of ESS. **(26)**

References:

1. Harrison, R. *Employee development*, London: Institute of Personnel and Development.
2. Lloyd L. Byars and Leslie W. Rue, *Human Resource Management*, Homewood, IL: Irwin.
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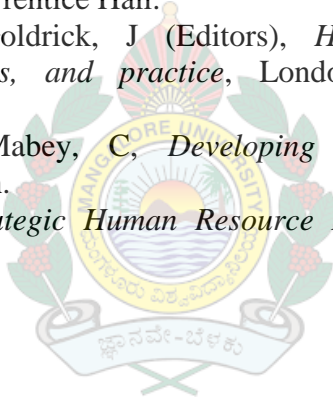
M HRD
Semester –IV

Paper MH 554: ORGANISATION DEVELOPMENT (OD) AND CHANGE MANAGEMENT

Instruction Hours = 70 Hours

Objectives : **To expose the students to the dynamics of managing change, facilitating the organisational renewal process and implementing various organisational development (OD) interventions within organisations.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: An overview of OD – Definitions – History: The Laboratory Training stem, the Survey Research and Feedback stem, the Action Research stem, the Sociotechnical and Socioclinical stem – Objectives – Characteristics – values – assumptions and beliefs in OD – Models and Theories of planned change, Three-stage model of the change process, Burke-Litwin Model, Porras and Robertson Model, Systems theory, Sociotechnical Systems theory and Open systems planning, participation and empowerment, teams and teamwork, Parallel learning structures, Applied Behavioural Science, Action research. **(10)**

Unit – 2: Managing the OD Process**:** diagnosis, action, and programme management – Diagnosing the system, its subunits and processes – Common methods of diagnosis – Marvin Weisbord's six-box model – phases of OD Programmes: entry, contracting, diagnosis, feedback, planning change, intervention, evaluation – Action Research and OD - Change Management – Cummings and Worley's model for managing change – creating readiness to change – overcoming resistance to change – creating a vision – developing political support – managing the transition – Sustaining momentum – Lance Berger, Martin Sikora and Dorthey Berger Model of Change Management – Pitfalls in Change Management – Guidelines to the 'change agent' to avoid these pitfalls – creating parallel Learning Structures. **(20)**

Unit – 3: An Overview of OD interventions – OD practitioner – intervention strategy – target for OD interventions: individuals, dyads/triads, teams and groups, intergroup relations, total organisation – classifying OD interventions – expected outcomes of OD interventions. Team interventions – Characteristics of effective teams – high-performance teams– team-building interventions: diagnosis, task accomplishments, team relationships, team and organisation processes – Formal group diagnostic meeting – formal group team-building meeting - purposes of team-building – Process consultation interventions – A Gestalt approach to team-building – techniques and exercises: Role Analysis technique, interdependency exercise, role negotiation technique, appreciations and concerns exercise, responsibility charting, visioning, Force-field Analysis. **(20)**

Unit – 4: Comprehensive OD interventions   - the Search conference – Confrontation meeting – Strategic management activities – Real Time Strategic Change Stream Analysis – Survey Feedback – Systems 1-4T – Appreciative Inquiry – Grid OD – Schein's Cultural Analysis. **(10)**

Unit- 5: Power, Politics and OD – Bases of Social Power: reward power, coercive power, legitimate power, referent power, expert power – analysing power and politics – the role of power and politics in the practice of OD – OD and ethics. **(10)**

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1. Andrews, K.R. (1987) *The Concept of Corporate Strategy*, Homewood, IL:Irwin.
2. Beer, M., Eisenstat, R.A., and spector,B (1990), *The Critical Path to Corporate Renewal,* Boston, MA: Harward Business School Press.
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M HRD
Semester –IV

Paper: MH 555: HUMAN RESOURCE DEVELOPMENT AND ETHICS

Instruction Hours = 70 Hours

Objectives : **To sensitise the students about the natural linkage between ethics and HRD practice with a special focus on ethical theories and approaches, ethical issues and dilemmas in HRD profession, and the mechanisms to handle such ethical dilemmas.**

Pedagogy : **Lecture cum discussion, case study, group discussion, role play, management games, industrial visits**

Unit – 1: Business and ethics: An overview – Company and Stakeholders – Business-government-society – Corporate social responsibility and business ethics – The charity principle – the stewardship principle – arguments for and against social responsibility – enlightened self-interest – Socially responsive management – A model of corporate social responsiveness – corporate philanthropy – Corporate social audit.

(10)

Unit – 2: Ethical theories and approaches – utilitarianism – distributive justice – deontological argument – The entitlement theory – psychoethics - compliance-based Vs. integrity-based approach – ethics and morality – legislating ethics. **(16)**

Unit – 3: Ethical issues and dilemmas in Business – Business ethics across organisational functions – ethics, laws and illegal corporate behaviour – Corporate culture and ethical climates – codes of ethics – ethics committees – ethics officers – ethics training programmes – ethics audits – Corporate ethics awards. **(08)**

Unit – 4: Workplace rights – rights to organise and bargain collectively – safe and healthy workplace – right to a secure job – Privacy in the workplace – electronic monitoring – employee drug use and testing – alcohol abuse at work – employee theft and honesty testing – whistle-blowing and free speech in the workplace – women and minorities at work – Comparable worth and the gender pay gap – breaking the glass ceiling – equal employment opportunity – sexual harassment – balancing work and life – ethics of downsizing – ethical issues in managing a diverse workplace – Reputation Management. **(26)**

Unit – 5: Human Values Management and Ethics – Functional autonomy – Learning opportunities – Consistency and transparency in the administration of all HRD policies – Achieving fit between employee expectations and what the company delivers – Technology and ethics – Future challenges of ethics in HRD (**10**)

References:
1. Laura P. Hartman – *Business Ethics.* McGraw Hill.
2. Adair, J. *Management and Morality: The Problems and Opportunities of Social Capitalism*. Farnborough:Gower.
3. DeGeorge, R. T. - Business *Ethics* New Jersey: Prentice Hall.
4. Jackall, R. - *Moral Mazes*: *The World of Corporate Managers*., New York: Oxford University Press.
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Mangalore University
Department of Commerce

TWO – YEAR (4 SEMESTERS) MASTER OF HUMAN RESOURCE DEVELOPMENT (MHRD) COURSE

Choice based credit system

MHRD (PREVIOUS)
1st SEMESTER
Course Programme

Paper: MH 401: PRINCIPLES AND PRACTICE OF MANAGEMENT

Paper: MH 402: LABOUR ECONOMICS

Paper: MH 403: STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMPLOYEE RELATIONS

Paper: MH 404: FINANCIAL MANAGEMENT

Paper: MH 405: EMPLOYEE TRAINING AND DEVELOPMENT

Mangalore University
Department of Commerce

TWO – YEAR (4 SEMESTERS) MASTER OF HUMAN RESOURCE DEVELOPMENT (MHRD) COURSE

Choice based credit system

MHRD (PREVIOUS)
2nd SEMESTER
Course Programme

Paper: MH 451: STRATEGIC MANAGEMENT

Paper: MH 452: BUSINESS ENVIRONMENT

Paper: MH 453: COMPETENCY DEVELOPMENT AND MANAGEMENT

Paper: MH 454: HUMAN RESOURCE INFORMATION SYSTEM AND COMPUTER APPLICATION

Paper: MH 455: RESEARCH METHODS IN BEHAVIOURAL SCIENCE

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TWO – YEAR (4 SEMESTERS) MASTER OF HUMAN RESOURCE DEVELOPMENT (MHRD) COURSE

Choice based credit system

MHRD (FINAL)
3rd SEMESTER
Course Programme

Paper: MH 501: SOFT SKILLS MANAGEMENT

Paper: MH 502: PERFORMANCE MANAGEMENT

Paper: MH 503: ORGANISATIONAL BEHAVIOUR

Paper: MH 504: LABOUR LEGISLATION

Paper: MH 505 KNOWLEDGE MANAGEMENT

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MHRD (FINAL)
4th SEMESTER
Course Programme

Paper: MH 551: LEARNING INTERVENTIONS AND MANAGEMENT

Paper: MH 552: EMPLOYEE INVOLVEMENT AND EMPOWERMENT

Paper: MH 553: EMPLOYEE RETENTION MANAGEMENT

Paper: MH 554: ORGANISATION DEVELOPMENT (OD) AND CHANGE MANAGEMENT

Paper: MH 555: HUMAN RESOURCE DEVELOPMENT AND ETHICS

Paper: MH 556: PROJECT WORK

Paper: MH 557: PROJECT VIVA VOCE