Batch	:	2024 - 2026	Semester :		3
Course Code	:		Credits :	3	
Course Name	:	ODIB			
Course faculty/s	:	Dr Tejaswini			
Mobile No.	:	8971358979	E-mail ID :	teju@globalbschool.in	

COURSE OUTLINE
--- PART 1 ---

INTRODUCTION TO THE COURSE

In today's fast-changing world, organizations must adapt to survive. Successful organizations drive change and set new benchmarks. In the competitive Indian market, managers must focus on strategy, change, and social processes, not just basic business issues. Organizational Development (OD) has become crucial, using behavioral science to help organizations adapt, improve management practices, and enhance both organizational and individual effectiveness.

COURSE LEARNING OUTCOMES (CLO)

By virtue of the learning gained in this course, the student should be able to:

CLOs	DESCRIPTION At the end of the course, the students will be able to:	MAPPING @ levels		
		@ 3rd Level	@ 2nd Level	@ 1st Level
CLO1	Critically compare the different concepts of Organisational Development	1,2	9	
CLO2	Apply OD interventions for Organisational Effectiveness	1, 2		
CLO3	Appraise the need for change in the current economic climate and apply change management concepts to a given business scenario.	2		
CLO4	Demonstrate the significant dimensions of Institution Building Process	1	9	

	CLO5	Design OD interventions	5,	9	

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Effective Mapping	3	3			3				3

MODULES	COURSE CONTENT	Module Hours
MODULE 1	Introduction to OD	21
MODULE 2	Diagnosing Organisations	15
MODULE 3	Institutional Building	9

PRESCRIBED TEXT BOOK

• Thomas G Cummings, Worli: Theory of OD and Change

OTHER READINGS AND REFERENCES

1	Wendell L. French and Cecil H. Bell Jr.: Organizational Development, Prentice Hall, New Delhi.
2	Ramnarayan Rao,Singh:Organisational Development and Strategies, Sage Publications

ASSESSMENT SCHEME AND WEIGHTAGE:

{a) END-TERM COMPONENT

Evaluation	Weightage (%)	Max Marks	Duration (in min)
Sem-end exam	67%	50	3

{b} OTHER ASSESSMENTS

S.No.	Evaluation Item*	Unit of Evaluation	Weight	Marks	Time	CLO
1	Mini Project on Change Management	Individual	20%	5	19th, 20th , 21st	3
2	Case Study on OD	Individual	%	3	Submissions during 35th,36th session	4,5
3	Project on OD	Team	%	7	On - going	1,2
3	Class Participation	Individual	5%	2.5	On - going	

| 4 | Attendance | Individual | 10% | 5 | All sessions | |
| 4 | GMG | Individual | 5% | 2.5 | All sessions | |

PART 2: SESSION PLAN

Session (Hr)	Topic	Pedagogy	Pre-reads references/links	Post reads & References/links / Quiz
1	Introduction to the subjects and Assessments and Expectation setting	*Discussion Method*		
2	Module 01 - Introduction to OD, *Definitions and Historical overview of OD, Foundation of OD.*	*Lecture*	*Textbook Chapter 1 of Thomas G Cummings, Worli: Theory of OD and Change*	Google – Building a Culture of Innovation
3	Module 01 - Introduction to OD *Steps in OD, Case lets on how OD can be applied, OD models*	*Lecture and Discussion*	*Textbook Chapter 1 of Thomas G Cummings, Worli: Theory of OD and Change*	Microsoft – Cultural Transformation under Satya Nadella
4	Module 01 - Introduction to OD *Case lets on how OD can be applied, OD models*	*Lecture and Discussion*	*Textbook Chapter 1 of Thomas G Cummings, Worli: Theory of OD and Change*	*Case Discussion on Organization Development Experiences – A Case for Enriching HRD through OD (1)*
5	Module 01 - Introduction to OD *Article Discussion*	*Discussions*	*Textbook Chapter 2 and 3 of Thomas G Cummings, Worli: Theory of OD and Change*	*"TCS - The OD Journey " (2)*
6	Module 01 - Introduction to OD *Article Discussion*	*Discussions*	*Textbook Chapter 2 and 3 of Thomas G Cummings, Worli: Theory of OD and Change*	*"TCS - The OD Journey " (2)*
7	Module 01 - Introduction to OD *Article Discussion*	*Discussions*	*Textbook Chapter 2 and 3 of Thomas G Cummings, Worli: Theory of OD and Change*	*"TCS - The OD Journey " (2)*

8	Module 01 - Introduction to OD *Case Discussion*	*Discussions*	*Textbook Chapter 5,6, and 9 of Thomas G Cummings, Worli: Theory of OD and Change*	*Organization Development Experiences – A Case for Enriching HRD through OD*
9	Module 01 - Introduction to OD *Case Discussion*	*Discussions*	*Textbook Chapter 5,6, and 9 of Thomas G Cummings, Worli: Theory of OD and Change*	*Organization Development Experiences – A Case for Enriching HRD through OD*
10	Module 01 - Introduction to OD *Case Discussion*	*Discussions*	*Textbook Chapter 5,6, and 9 of Thomas G Cummings, Worli: Theory of OD and Change*	Infosys – Leadership Development Programs
11	Module 01 – Nature of Planned Change *Concepts of Change Nature of Change Forces for Change*	*Lecture Method and Discussion*	Tata Steel – Employee Engagement and Change Management	*https://www.forbes.com /sites/hvmacarthur/201 9/05/28/leading-change-management-in-the-modern-workplace/*
12	Module 01 – Nature of Planned Change *Change Models and its Applications - Theories of Planned change, Lewin's Change Model, Action Research Model, The Positive Model Comparisons of Change Models; General Models of Planned change*	*Lecture Method and Discussion*	*Documentary of Change management process Bajaj*	
13	Module 01 – Nature of Planned Change *Change Models and its Applications - Theories of Planned change, Lewin's Change Model, Action Research Model, The Positive Model Comparisons of Change Models; General Models of Planned change, Levels of change, Change Agent and his role, Types of Changes in an Organisation*		*Documentary of Change management process @ Zee Tv*	Procter & Gamble (P&G) – Process Improvement
14	Module 01 – Nature of Planned Change *Documentary of Change management process @ Zee Tv and Bajaj*	*Case Discussion*		*Case on CM @ICICI and the Change Leader (5)*

15	Module 01 – Nature of Planned Change *Change Models and its Applications - Theories of Planned change, Lewin's Change Model, Action Research Model, The Positive Model Comparisons of Change Models; General Models of Planned change, Levels of change, Change Agent and his role, Types of Changes in an Organisation*	*Lecture Method*		*Case on CM @ICICI and the Change Leader*
16	Module 01 – Nature of Planned Change *Deliberations on Apply Force Field Analysis Process to over resistance Levels of change Who was Change Agent, what was his role, what are he changed in an org, how did he bring the change,. Comment on the change agent, Suggest ways to improvise the process. Type of change* *Deliberations*		*Textbook Chapter 3 of Thomas G Cummings, Worli: Theory of OD and Change*	==*https://online.hbs.edu/blog/post/change-management-process*==
17	Module - 01The Organization Development Practitioner *Competencies of OD practitioner The Professional Organization Development Practitioner - External and internal consultant* *Discussion*		*Textbook Chapter 3 of Thomas G Cummings, Worli: Theory of OD and Change*	==*Documentary of Change management process Bajaj*==
18	Module 01 - Diagnosing Organizations *Entering and Contracting Entering into an OD Relationship Clarifying the organisational issues Determining the relevant client Selecting an OD practitioner Developing a Contract Ground Rules* *Lecture Method*		*Textbook Chapter 4,5,6,7 of Thomas G Cummings, Worli: Theory of OD and Change*	==*https://appliedpsychologydegree.usc.edu/blog/why-companies-need-an-organizational-development-consultant*==
19	Module 2 - Diagnosing Organizations *Entering and Contracting Entering into an OD Clarifying the organisational issues Determining the relevant client Selecting an OD practitioner*	*Lecture Method*	*Textbook Chapter 4,5,6,7 of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.ntl.org/diagnosing-organizations-with-impact-the-art-of-organizational-meaning-making/*

	Developing a Contract *Ground Rules*			
20	Module 2 - Diagnosing Organizations *Need for diagnostic models, Organizations group, Group- Level Diagnosis, individual level diagnosis, collecting and analyzing the diagnostic information, Feeding back of diagnostic information.*	*Lecture Method And Discussion*	*Textbook Chapter 4,5,6,7 of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.shrm.org/content/dam/en/shrm/credentials/shrm-certification/teaching-resources/new-kid-on-the-block-instructor-manual-final.pdf*
21	Module 2 - Diagnosing Organizations *Need for diagnostic models, Organizations group, Group- Level Diagnosis, individual level diagnosis, collecting and analyzing the diagnostic information, Feeding back of diagnostic information.*	*Lecture Method*	*Textbook Chapter 4,5,6,7 of Thomas G Cummings, Worli: Theory of OD and Change*	
22	Module – 02 – *Types of Interventions across oragnisations*	*Lecture Method*	*Textbook Chapter 9,12, of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.aihr.com/blog/od-interventions/*
23	Module – 02 – *Types of Interventions across oragnisations*	*Lecture Method*	*Textbook Chapter 9 of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.aihr.com/blog/od-interventions/*
24	Module 02 - Interpersonal and Group Process Approach *Process consultation, T Group, sensitivity training , Third Party Interventions, Team Building,*	*Lecture method*	*Textbook Chapter 9 of Thomas G Cummings, Worli: Theory of OD and Change*	
25	Module 02- Interpersonal and Group Process Approach *Process consultation, Third Party Interventions, Team Building,*	==*Workshop on NLP*==	*Textbook Chapter 12,13, of Thomas G Cummings, Worli: Theory of OD and Change*	*http://www.zainbooks.com/books/management/organization-development_28_interpersonal-and-group-process-approaches.html*
26	Module 02 - Interpersonal and Group Process Approach *Process consultation, Third Party Interventions, Team Building,*	*Workshop on NLP*	*Textbook Chapter 12,13, of Thomas G Cummings, Worli: Theory of OD and Change*	*http://www.zainbooks.com/books/management/organization-development_28_interpersonal-and-group-process-approaches.html*

27	Module 02 - Organisational Process Approach *Techno structural Interventions –Self managed teams, MBO, Work redesign, parallel learning structures*	*Workshop on NLP*	*Textbook Chapter 12,13, of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.cdeep.iitb.ac.in/slides/A19/MNG677/MNG677-L7.pdf*
28	Module 02- Organisational Process Approach *Techno structural Interventions –Self managed teams, MBO, Work redesign, parallel learning structures*	*Workshop on NLP*	*Textbook Chapter 12,13, of Thomas G Cummings, Worli: Theory of OD and Change*	*https://www.cdeep.iitb.ac.in/slides/A19/MNG677/MNG677-L7.pdf*
29	Module02 - Organisational Process Approach *Techno structural Interventions –Self managed teams, MBO, Work redesign, parallel learning structures*	*Lecture method*	*Textbook Chapter 12,13, of Thomas G Cummings, Worli: Theory of OD and Change*	
30	OD Interventions Practiced at Tata Motors	*Lecture and Discussion method*	*Shri Ravi Kulkarni – HR ,Tata Motors*	
31	OD Interventions Practiced at Tata Motors	*Lecture and Discussion method*	*Shri Ravi Kulkarni – HR ,Tata Motors*	
32	Change Management and the Role of HR in CM Process	*Lecture and Discussion method*	*Shri Ravi Kulkarni – HR ,Tata Motors*	
33	Institution Building and the Role of Culture and Leader in Building an Institution	*Lecture and Discussion method*	*Shri Ravi Kulkarni – HR ,Tata Motors*	
34	Module 03 - Institution Building: *Meaning of Institution, how institution differs from organizations, Factors contributing to development of an institution,*	*Lecture method*	*Brick by Red Brick by Ravi Mathai*	*https://deanbs.uok.edu.in/Files/6d8be055-fc07-4110-8b8a-48477e9b960a/Journal/ec2a0b6f-21ec-4859-9000-b03feb57a3f6.pdf*

35	Module 03 - Institution Building: *Meaning of Institution, how institution differs from organizations, Factors contributing to development of an institution,*	*Lecture method*	*Brick by Red Brick by Ravi Mathai*	
36	Module 03 - Institution Building: *Meaning of Institution, how institution differs from organizations, Factors contributing to development of an institution,*	*Lecture method*	Building Institutions: Lessons of Experience1 of IIM Indore	
37	Module 03 – Institution Building *Process of IB, Role of CEO in IB, Great Institution Builders in India – Vikram Sarabhai, Ravi Matthai, Vijay Shankar Vyas*	*Lecture method*	Building Institutions: Lessons of Experience1 of IIM Indore	*https://pmc.ncbi.nlm.nih. gov/articles/PMC102327 99/*
38	Module 03 – Institution Building *Process of IB, Role of CEO in IB, Great Institution Builders in India – Vikram Sarabhai, Ravi Matthai, Vijay Shankar Vyas*	*Lecture method*	*https://pmc.ncbi.n lm.nih.gov/articles /PMC10232799/*	
39	Module 03 – Institution Building *Process of IB, Role of CEO in IB, Great Institution Builders in India – Vikram Sarabhai, Ravi Matthai, Vijay Shankar Vyas*	*Lecture method*	*https://pmc.ncbi.n lm.nih.gov/articles /PMC10232799/*	
40	==*Certification on " Train the Trainer "*== *as an OD Intervention*	*Lecture*		
41	*Certification on " Train the Trainer "as an OD Intervention*	*Lecture*		

42	*Certification on " Train the Trainer "as an OD Intervention*	*Lecture*		
43	Discussion and Deliberations on few examples Apple – Transformation under Steve Jobs. Microsoft – Cloud & Cultural Shift Kodak – Failure of Change Management Tata Motors – Launch of Tata Nano Infosys – Remote Work Transformation	*Discussions and Deliberations*		
44	Discussion and Deliberations on few examples Apple – Transformation under Steve Jobs. Microsoft – Cloud & Cultural Shift Kodak – Failure of Change Management Tata Motors – Launch of Tata Nano Infosys – Remote Work Transformation	*Discussions and Deliberations*		
45	*Discussion and Deliberations on ODIB*			

ASSURANCE OF LEARNING PLAN (AOL PLAN)

1.   CLOs and Mode of Assessment:

CLO No.	CLO (Description)	*Mode of Assessment*
CLO1	*Critically compare the different concepts of Organisational Development*	*Project on OD*

		Project on OD
CLO2	*Apply OD interventions for Organisational Effectiveness*	
CLO3	*Appraise the need for change in the current economic climate and apply change management concepts to a given business scenario.*	*Project on CM*
CLO4	*Demonstrate the significant dimensions of Institution Building Process*	*Case Study*
CLO5	*Design OD interventions*	*Case Study*

2. Assessment Rubrics:

CLO No.	Exceed Expectation	Meet Expectation	Does not meet Expectation
3	*1. Why Change ?* *2. Problems with change* *3. How to manage it successful* *4. Nature of change* *5. Pressures for Change* *6. If it's a planned change , what type and how effective it is* *7. Forces for Change* *8. Apply Force Field Analysis* *9. Process to overcome change* *10. Levels of change* *11. Change Agent and its role* *12. Why Change management is essential?* *13. Types of change* *14. Roles in a change management process* *5 – 4 Marks*	*1. Why Change ?* *2. Problems with change* *3. How to manage it successful* *4. Nature of change* *5. Pressures for Change* *6. If it's a planned change , what type and how effective it is* *7. Forces for Change* *8. Apply Force Field Analysis* *9. Process to overcome change* *10. Levels of change* *11. Change Agent and its role* *12. Why Change management is essential?* *13. Types of change* *3 marks*	*1. Why Change ?* *2. Problems with change* *3. How to manage it successful* *4. Nature of change* *5. Levels of change* *6. Change Agent and its role* *7. Why Change management is essential?* *8. Types of change* *9. Roles in a change management process* *2 -0 marks*
1,2	1. Brief about the Organisation & Structure 2. Apply any one OD Model (**L**ewin / Action Research / General CM) 3. Diagnose the Problem (using Survey / Interviews / FGDs) 4. Classify Problems – Individual, Group, Organisational,	1. Brief about the Organisation & Structure 2. Apply any one OD Model (**L**ewin / Action Research / General CM) 3. Diagnose the Problem (using Survey / Interviews / FGDs) 4. Classify Problems – Individual, Group, Organisational, Environmental levels 5. Report Writing & Presentation *3 marks*	1. Brief about the Organisation & Structure 2. Apply any one OD Model (**L**ewin / Action Research / General CM)

	Environmental levels 5. Suggest OD Interventions (Training, Structure change, Technology, HR Systems) 6. Report Writing & Presentation ==5-4 Marks==		
4,5	1. *Study the organisation structure and its department* 2. *Apply OD Model* 3. *Diagnose the problem - Questionnaire / FGDs / Interviews* 4. *Classify the diagnosed problem into individual level, group level, oragnisation level and environmental level.* 5. *Design interventions at all the levels* 6. *Implement interventions with the Organisation.* 7. *Report Writing* 8. *Ability to present* ==5-4 Marks==	1. *Study the organisation structure and its department* 2. *Apply OD Model* 3. *Diagnose the problem - Questionnaire* 4. *Classify the diagnosed problem into individual level, group level, oragnisation level and environmental level.* 5. *Design interventions at all the levels* 6. *Implement interventions with the Organisation.* 7. *Report Writing* 8. *Ability to present* *3 marks*	1. *Study the organisation structure and its department* 2. *Apply OD Model* 3. *Diagnose the problem - Questionnaire* 4. *Classify the diagnosed problem into individual level, group level, oragnisation level and environmental level.* 5. *Design interventions at all the levels* 6. *Report Writing* 7. *Ability to present* *0 – 3 marks*

POLICY ON PLAGIARISM:

 ▢ *Plagiarism of any kind and to any extent can attract penalty by the concerned faculty. The assessment can range from being awarded a 'zero' for that particular component, with no further opportunity to improve. Repetition of the offence would result in holding up IA for such candidates.*

Attendance Marks:

Attendance	*0-70%*	*71-75%*	*76-80%*	*81-85%*	*86-90%*	*91-100%*
Marks	*0*	*1*	*2*	*3*	*4*	*5*

Submitted by : Dr Tejaswini
Signature & Date: 18/09/2025

Approved by

Area Chair   *Dean Academics*   *Director*
Dr Tejaswini   *Dr Mahesh Bendegeri*   *Dr Suman Kumar*

GLOBAL BUSINESS SCHOOL, HUBBALLI

Batch	:	2024-26	Semester:	III
Course Code	:	PG61T323	Credits:	03
Course Name	:	Talent Management		
Course faculty/s	:	Prof.Sanmati A. Shetteppanavar		
Mobile No.	:	8904133635	E-mailID.:	sanmati@globalbschool.in

COURSE OUTLINE
--- PART 1 ---

INTRODUCTION TO THE COURSE

This course is designed to help students understand the key concepts and principles in leadership and talent management in the context of building and leading a high-performance organization. The focus will be on managing people as the most important assets of the organization.

This course will address the skills and knowledge required to develop a talent management program for high performers within organizations. This course exposes students to methods and practices to acquire, engage, and develop talent, and focuses on the development of leaders within an organization.

COURSE LEARNING OUTCOMES (CLO)

CLOs	DESCRIPTION	MAPPING @ levels		
	At the end of the course, the student will be able to:	@ 3rd Level	@ 2nd Level	@ 1st Level
CLO1	Identify the talent management process in a business organization	1, 2		
CLO2	Analyze the current best practices in a given business scenario	2, 5		
CLO3	Examine the talent management strategies in the Business Organisation	2		
CLO4	Arrive at retention strategies in today's competitive world and evaluate their effectiveness	2, 4	9	
CLO5	Outline the Succession Planning Program in different business scenarios	2	9	

Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Effective Mapping	3	3		3	3				2

COURSE CONTENT   Module Hours

MODULE 1	:	Introduction to Talent Management	16
MODULE 2	:	Building Blocks for Talent Management	15
MODULE 3	:	Talent Planning and Acquisition	14

PRESCRIBED TEXTBOOK

- Berger L and Berger D, The Talent Management Handbook: Creating Organisational Excellence by Identifying, Developing and Promoting your Best People, McGraw-Hill

OTHER READINGS AND REFERENCES

1	Joshi and Vohra, Talent Management, Cengage
2	Goldsmith Marshall, Best Practices in Talent Management, BPI

ASSESSMENT SCHEME AND WEIGHTAGE:

{a) END-TERM COMPONENT

Evaluation	Weightage (%)	Max Marks	Duration (in mins)
Semester End Exam	67	50	180

{b} OTHER ASSESSMENTS

Sl. No.	Evaluation Item	Unit of Evaluation	Weight	Marks	Time	CLO
1	Project	Group	30%	10	From the 5th Session onwards	2, 4
2	Seminars	Individual	20%	5	8th & 21st Sessions	1,3,5
3	Class Participation	Individual	10%	2.5	Selected sessions	
4	Attendance	Individual	20%	5	All sessions	
5	GMG	Individual	10%	2.5	All sessions	

PART 2: SESSION PLAN

Reading and Additional reading

Date	Session	Topic	Pedagogy	Pre-read references/links	Post reads & References/links / Quiz
	1	Introduction to Course Outline and Syllabus	Lecture, Discussion		
	2	Talent Management	Lecture, Discussion	*Chapter 1*	https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-talent-management
	3	History of Talent Management	Lecture, Discussion	*Chapter 1*	
	4	Need and Scope of Talent Management	Lecture, Discussion	*Chapter 1*	https://www.aihr.com/blog/what-is-talent-management/
	5	1. Key processes of Talent Management 2. Sources of Talent Management	Lecture, Discussion ,	*Case Study Straight from the COO's Heart*	
	6	1. Talent v/s Knowledge 2. Consequences of Failures of Talent Management	Lecture, Discussion		**Job Security at Yes Bank** https://www.businesstoday.in/sectors/banks/yes-bank-employees-jobs-secured-for-at-least-a-year-rbi-revival-plan-nirmala-sitharaman/story/397742.html
	7	Tools for Managing Talent	Lecture, Discussion		
	8	Effective Talent Management System *Seminars*	Lecture, Discussion		https://changeassociates.com/talent-management-case-study-mining-succession/
	9	Building Blocks of TMS	Lecture, Discussion	*Chapters 5 to 16*	
	10	1. Best Practices of TMS 2. Unique Factors of TMS 3. Key elements of TMS	Lecture, Discussion	*Chapters 5 to 16*	**Paradigm Shift** https://humancapitalonline.com/Talent/details/1320/A

				%20Paradigm%20 Shift
11	Talent Management Process 1. Importance 2. Stages	Lecture, Discussion		https://www.aihr.com/blog/talent-lifecycle/
12	Simulation – Role plays			
13	Important steps of assessing the Talent Management Process	Lecture, Discussion		**Managing Talent** https://humancapitalonline.com/Talent/details/1123/Overcoming%20Biases%20While%20Managing%20Talent
14	Linkage between TMS and the workforce	Lecture, Discussion		
15	Talent Planning	Lecture, Discussion	*Chapters 17-23*	
16	Talent Planning - Objectives	Lecture, Discussion	*Chapters 17-23*	
17	Talent Planning – Steps	Lecture, Discussion	*Chapters 17-23*	
18	Current Practices of Strategic Talent Planning	Lecture, Discussion		https://www.sap.com/india/insights/talent-management-strategy.html
19	*Seminars*			
20	Building Leadership	Lecture, Discussion	*Chapters 27 and 28*	
21	Acquiring Talent	Lecture, Discussion, Case Study	**Case Study** Our Employee is our ambassador	**Employer Branding** https://hros.co/case-study-upload/category/Employer+Brand
22	Adjunct Faculty	Discussion		
23	Adjunct Faculty	Discussion		
24	Adjunct Faculty	Discussion		
25	Adjunct Faculty	Discussion		
26	Adjunct Faculty	Discussion		
27	Recruiting Talent from Outside	Lecture, Discussion		
28	Trends in Talent Acquisition	Lecture, Discussion		https://hbr.org/2011/09/how-to-cultivate-engaged-employees

	29	Talent Engagement	Lecture, Discussion		
	30	Talent Engagement	Lecture, Discussion	*Chapter 34*	
	31	Talent Retention	Lecture, Discussion	*Chapter 34*	https://youtu.be/1J4p59s75XQ?si=I3WgM69fL8vrDWRY
	32	Talent Retention			
	33	Best Practices of Talent Engagement and Retention	Lecture, Discussion , Case Study	***Case Study*** *https://www.tmi.org/blogs/inside-starbucks-a-case-study-on-talent-management*	
	34	Best Practices of Talent Engagement and Retention *Seminars*	Lecture, Discussion , Case Study		
	35	Improving Talent Retention	Lecture, Discussion		**Talent Retention** https://humancapitalonline.com/Talent/details/660/%20Internal%20hiring%20improves%20retention,%20Accelerates%20productivity
	36	Improving Talent Retention	Lecture, Discussion		
	37	Role of HR Manager in Talent Management: Overview of Human Resource Management	Lecture, Discussion		
	38	Role of HR Manager in Talent Management, Role of HR in Talent Management, Role of the HR Manager	Lecture, Discussion		
	39	Contemporary issues 1. War for Talent 2. Use of IT for Managing Talent *Seminars*	Lecture, Discussion		https://www.tmi.org/blogs/12-steps-to-building-a-future-ready-talent-management-strategy
	40	Contemporary issues 1. Promoting Talent Internally 2. Employer Branding	Lecture, Discussion		
	41	Project Presentation			

	42	Project Presentation			
	43	Project Presentation			
	44	Project Presentation			
	45	Class Revision and Feedback			

ASSURANCE OF LEARNING PLAN (AOL PLAN)

1. CLOs and Mode of Assessment:

CLO No.	CLO (Description)	Mode of Assessment
CLO1	Identify the talent management process in a business organization	Project/Seminar
CLO2	Analyze the current best practices in a given business scenario	Project
CLO3	Examine the talent management strategies in the Business Organisation	Case Study Report
CLO4	Arrive at retention strategies in today's competitive world and evaluate their effectiveness	Project
CLO5	Outline the Succession Planning Program in different business scenarios	Seminars

2. Assessment Rubrics:

CLO No.	Exceed Expectation	Meet Expectation	Does not meet Expectations
2, 4, 5	The report was completely addressed. Many facts and detailed examples supported best Practices. All information was accurate and delivered effectively. The subject knowledge regarding best practices, retention strategies, and succession plans was thorough. Extensive details and relevant examples were used to answer the essential question. 6 – 7.5 Marks	The report was addressed. Facts and examples supported some Best Practices. Information was relevant with a few relevant details and examples. Did not address the essential question. Subject knowledge was evident w.r.t to best practices, retention strategies, and succession plan, but was not used to support the argument. 3 – 5.9 Marks	The report was not addressed. Facts or examples did not support best Practices. Information was confusing or irrelevant. There are no supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make a successful argument. 0 – 2.9 Marks

3	Identifies 2 -3 substantial problems. Alternatives indicate a decision. Extensive details and relevant examples were used to support the content. Alternatives are actionable and realistic. 4 – 5 Marks	Identifies 1 substantial problem. Alternatives indicate a decision. The information did not include details or examples that relate to the topic. Alternatives are actionable and realistic. 2 – 3.9 Marks	Does not state any problem. Alternative does not indicate a decision. No relevant details or examples were quoted. Alternatives are neither actionable nor realistic. 0 – 1.9 Marks

POLICY ON PLAGIARISM:

Plagiarism of any kind and to any extent can attract penalties from the concerned faculty. The assessment can range from being awarded a **'zero'** for that particular component, with no further opportunity to improve. Repetition of the offense would result in holding up IA for such candidates.

ATTENDANCE MARKS:

Attendance	0-75%	75-80%	80-85%	86-90%	91-95%	96-100%
Marks	0	1	2	3	4	5

PROJECT DESCRIPTION

This Project is a Group Project. Students to form a group of 2 and inform the Course Faculty.

1. The student must choose an industry and select at least one organization, such as local businesses. With 100 employees. Students must email the Course Faculty by or before the 6th Session.
2. **Phase 1**- Research on key elements of Talent Management like recruitment, onboarding, learning & development, and retention
   Phase 2- Identify effective engagement strategies in different industries and analyze the impact of employer branding on attracting talent.
   Phase 3- Evaluate retention practices and their impact on employee turnover.
3. The student submits a hardbound copy of the report to the Course Faculty by the 35th Session.
4. The student must defend the project in the Presentation scheduled for the 41st Session.

Submitted by: Prof. Sanmati A. Shetteppanavar

Signature & Date:

Dr. Tejaswini Patil Kumar

Dr. Mahesh Bendigeri

Dr Suman

Area Chair

Dean Academics

Director

GLOBAL BUSINESS SCHOOL, HUBBALLI

Batch	: 2024-26	Semester :	III
Course Code	: PG61T322	Credits :	03
Course Name	: Emotional Intelligence		
Course faculty/s	: Dr. Harshal Borgaon		
Mobile No.	: 9900237032	E-mail ID. :	harshal@globalbschool.in

COURSE OUTLINE
--- PART 1 ---

INTRODUCTION TO THE COURSE

The overall aim of this course is to provide students with the competencies required to improve their Emotional Intelligence (EI). The Students will explore the importance of Emotional Intelligence as well as its positive impact at the Professional and Social Levels with the aim to increase the effectiveness of their relationship at work and in their life. Students will learn to develop understanding of social and emotional behavior and learning how to adapt and manage their responses to particular situations.

COURSE LEARNING OUTCOMES (CLO)

CLOs	DESCRIPTION *At the end of the course, the student will be able to:*	MAPPING @ levels @ 3rd Level	@ 2nd Level	@ 1st Level
CLO1	*Identify personal emotions and describe ways to manage them*	1	9	
CLO2	*Analyse emotional intelligence practices at workplace*	1, 2	5	
CLO3	*Apply motivation techniques to manage emotions in stressful situations*	2		
CLO4	*Demonstrate Self-Awareness and empathy to build the Emotional Intelligence*	2	9	
CLO5	*Evaluate and manage emotions at the workplace*	2	9	

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Effective Mapping	3	3			2				2

	COURSE CONTENT	Module Hours
MODULE 1 :	Understanding the fundamentals of Emotional Intelligence	14
MODULE 2 :	Self-Awareness	12
MODULE 3 :	Self-Motivation and Empathy	10
MODULE 4 :	Social Skills	10
		46

PRESCRIBED TEXT BOOK

- - NA -

OTHER READINGS AND REFERENCES

1	Daniel Goleman, Emotional Intelligence: Why it can Matter more than IQ
2	Daniel Goleman, Working with Emotional Intelligence
3	Dalip Singh, Working with Emotional Intelligence
4	David Caruso, The Emotionally Intelligent Manager

ASSESSMENT SCHEME AND WEIGHTAGE:

{a) END-TERM COMPONENT

Evaluation	Weightage (%)	Max Marks	Duration (in mins)
Sem-end exam	67	50	180

{b} OTHER ASSESSMENTS

S.No.	Evaluation Item*	Unit of Evaluation	Weight	Marks	Time	CLO
1	Case Study Analysis and Report	Individual	20%	5	21st and 22nd Session	2, 5
2	Written Test	Individual	20%	5	16th Session	3, 4
3	Self EQ Analysis	Individual	20%	5	33rd Session	1

4	Class Participation	Individual	10%	2.5	All sessions except IA sessions	
5	Attendance	Individual	20%	5	All sessions	
6	GMG	Individual	10%	2.5	All sessions	

PART 2: SESSION PLAN
Reading and the Additional reading

Session (Hr)	Topic	Pedagogy	Pre-reads references/links	Post reads & References/links / Quiz
1	Introduction to Course Outline and Syllabus	Lecture		
2	Introduction to Emotional Intelligence, difference between EQ and IQ	Lecture Discussion		Improving EQ https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm
3	Benefits of Emotional Intelligence, Emotions and Tripartite Brain	Lecture Discussion	*Caselet Can EQ be developed?*	
4	Emotional Competencies	Lecture Discussion		
5	Difference between Trait, Emotional Intelligence and Ability	Lecture Discussion		
6	Difference between Trait, Emotional Intelligence and Ability	Lecture Discussion		EI elements https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on
7	Dimensions of Trait	Lecture Discussion	*Case Study People First*	
8	Determinations of Emotional Quotient	Lecture Discussion		
9	Self-Awareness (SA) 1. Introduction 2. Seeing the other side 3. Giving in without giving up	Lecture Discussion		
10	Self-Awareness	Lecture Discussion	*Caselet Man without emotions*	
11	Life Positions 1. You and only you can choose your mindset 2. Self-regulation 3. Managing emotions	Lecture Discussion Case Study	*Case Study Criticism is Job One*	How Leaders Should Handle Public Criticism https://hbsp.harvard.edu/product/H07ELO-PDF-ENG?Ntt=emotional%20intelligence
12	EQ Brain - understanding emotions	Lecture Discussion	*Case Study Pep Talks*	
13	the science of emotions	Lecture Discussion Case Study	*Case Study Organization Savvy and the Group IQ*	

14	Find your self-control	Lecture Discussion		What Does Self-Compassion Really Mean? https://hbsp.harvard.edu/product/H07E8O-PDF-ENG?Ntt=emotional%20intelligence
15	Amygdala	Lecture Discussion	*Caselet Managing your emotions*	
16	Test			
17	Using coping thoughts; using relaxation technique	Lecture Discussion		
18	Using coping thoughts; using relaxation technique			
19	Self-Motivation	Lecture Discussion		EI in Leaders https://www.mindtools.com/pages/article/newLDR_45.htm
20	Optimism and Pessimism	Lecture Discussion		Sattar Minute Hain Tumhare Paas https://www.youtube.com/watch?v=xK3x7EOA30s
21	The balance between optimism and pessimism	Lecture Discussion Case Study	*Case Study Ramesh and Gargi (Part A)*	
22	The power of re-framing	Lecture Discussion Case Study	*Case Study Ramesh and Gargi (Part B)*	
23	Empathy - Developing Empathy	Lecture Discussion		
24	Barriers to empathy	Lecture Discussion		
25	Social Skills - Making an impact	Lecture Discussion		Social Emotions https://www.youtube.com/watch?v=ikehX9o1Jbl
26	Creating a powerful first impression	Lecture Discussion		
27	Assessing situation	Lecture Discussion	*Case Study Emotional Intelligence at work*	Don't Just Focus on Your Technical Skills. Focus On Your People Skills. https://hbsp.harvard.edu/product/H07DMS-PDF-ENG?Ntt=emotional%20intelligence
28	Being zealous without being offensive	Lecture Discussion		

29	Social Management	Lecture Discussion		Change your relationship to change https://www.keystep media.com/adaptabili ty-change/
30	Social Management & responsibilities	Lecture Discussion		
31	*Mindfullness at workplace*	Lecture Discussion	*Case Study Mindfullness at workplace*	
32	*Mindfullness at workplace*	Lecture Discussion		
33	EQ Test	Lecture Discussion	*Online EQ Test Emotional Intelligence Test* *https://globalleadershipfoundation.com/geit/eitest.html*	
34	Traits of a person with high social skills	Lecture Discussion		
35	Emotions - Understand emotions at workplace	Lecture Discussion	*Caselet Managing emotional upsets in a Commercial Bank*	
36	Emotions - Understand emotions at workplace	Lecture Discussion		
37	Manage emotions at workplace	Lecture Discussion		
38	Manage emotions at workplace	Lecture Discussion		
39	Role of emotional intelligence at workplace	Lecture Discussion		Do different professions require different levels of Emotional Quotient?
40	Role of emotional intelligence at workplace	Lecture Discussion		Improving Team Relationships Using an Emotional Intelligence Lens by Mary Marvin Walter
41	Articulate your emotions using language	Lecture Discussion		
42	Disagreeing constructively	Lecture Discussion		Coach Your Team to Disagree Constructively
43	Disagreeing constructively	Lecture Discussion		How to Disagree Constructively — Think Grow Prosper
44	Contemporary issues in Emotional Intelligence	Lecture Discussion		Is social media messing with our emotions?

	a. EI in the Age of AI and Automation b. Social Media and Digital Communication			https://www.youtube.com/watch?v=VGLwgtluvwk
45	Contemporary issues in Emotional Intelligence c. Well-being and Mental Health d. Gen Z and Anxiety	Lecture Discussion		How to Stay Focused at Work After a Breakup https://hbsp.harvard.edu/product/H07EXD-PDF-ENG?Ntt=emotional%20intelligence
46	Class Review and Feedback			

ASSURANCE OF LEARNING PLAN (AOL PLAN)

1. CLOs and Mode of Assessment:

CLO No.	CLO (Description)	Mode of Assessment
CLO1	*Identify personal emotions and describe ways to manage them*	*Self EQ Analysis*
CLO2	*Analyse emotional intelligence practices at workplace*	*Case Study*
CLO3	*Apply motivation techniques to manage emotions in stressful situations*	*Written Test*
CLO4	*Demonstrate Self-Awareness and empathy to build the Emotional Intelligence*	*Written Test*
CLO5	*Evaluate and manage emotions at the workplace*	*Case Study*

2. Assessment Rubrics:

CLO No.	Exceed Expectation	Meet Expectation	Does not meet Expectation
2, 5	Identifies 4 -5 substantial problems. Alternatives clearly indicate a decision. Extensive details and relevant examples were used to support the content. Alternatives are actionable and realistic. 4 - 5 Marks	Identifies 1 - 3 substantial problems. Alternatives are clearly indicate a decision. Information did not include details or examples that related to the topic. Alternatives are actionable and realistic. 2 - 3.9 Marks	Does not state any problem. Alternative does not clearly indicate a decision. No relevant details or examples quoted. Alternatives are neither actionable and nor realistic. 0 - 1.9 Marks

1	All four EQ quadrants was completely understood and analyzed. Report was clearly supported by many facts and detailed examples. 4 - 5 Marks	2 -3 EQ quadrants was addressed. Most report was supported by facts and examples. 2-3.9 Marks	Only 1 EQ quadrant was addressed. Report was not supported by facts or examples. 0-1.9 Marks
3, 4	• Accurate use and explanation of EI concepts • Clearly applies EI strategies to scenario with insight • Well-organized, clear, and coherent answer 4 – 5 Marks	• Basic understanding of EI, some inaccuracies • Some application, limited examples • Mostly clear with minor errors 2 – 3.9 Marks	• Minimal or unclear understanding of EI • Vague or incorrect application • Difficult to follow, unclear 0 – 1.9 Marks

POLICY ON PLAGIARISM:

Plagiarism of any kind and to any extent can attract penalty by the concerned faculty. The assessment can range from being awarded a 'zero' for that particular component, with no further opportunity to improve. Repetition of the offence would result in holding up IA for such candidates.

ATTENDANCE MARKS:

Attendance	0-75%	76-80%	81-85%	86-90%	91-95%	96-100%
Marks	0	1	2	3	4	5

EQ Online Test Analysis
1. The student undergoes the online test on emotional intelligence
2. A report with information related to four quadrants is auto generated. (Self-Awareness, Self-Management, Social Awareness and Relationship Management)
3. The student analyses his/her individual report and studies the four different emotional quadrants
4. Self-analysis helps students understand their strengths and improvement areas in each quadrant share a detailed report with his examples.
5. Submits a hard bound copy to the Course Faculty on or before 35th Session

Scenario based Written test
1. Conceptual knowledge and accuracy of emotional intelligence concepts.
2. Ability to apply EI strategies effectively in the given scenarios.
3. Depth of personal reflection and insight demonstrated in responses.

4. Clarity, coherence, and organization of the written answers.

Submitted by : Dr Harshal Borgaon
Signature & Date: 22nd September 2025

Area Chair   Dean - Academics   Director

GLOBAL BUSINESS SCHOOL (GBS), HUBLI

Learning and Development

Batch	: 2024-26	Semester:	III
CourseCode	: PG61T324	Credits:	03
Course Name	: Learning and Development		
Course faculty/s	: Prof. Sanmati A. Shetteppanavar		
MobileNo.	: 8904133635	E-mail ID.:	sanmati@globalbschool.in

COURSE OUTLINE

PART 1

INTRODUCTION TO THE COURSE

This course attempts to provide students an insight into the learning and development through **training strategies, policies, and techniques/methodologies that are relevant for managers** in various industries. Students will be involved in the process of classroom discussions to have a clear understanding of various aspects and their applicability while decision-making and planning the training strategies. Project work and in-class exercises will be assigned to students, which will enable them to focus on training outcomes. Finally, the course will enable the student to understand the importance of learning and development as an important tool for need analysis.

COURSE OBJECTIVES (CO)

The course objective is to familiarize students with basic concepts and techniques of learning and development, to enable students to understand the significance of learning and development as a tool for need analysis in the organizations, and to prepare students to implement/ apply learned concepts, tools & techniques while planning and designing the training programs in any organization as a part of human resource development.

COURSE LEARNING OUTCOMES (CLO)

CLOs	DESCRIPTION At the end of the course, the students	MAPPING @levels		
		@3rd	@2nd	@1st
CLO1	Present the need for learning and		1	
CLO	Analyze the group dynamics in	1,2		
CLO 3	Identify & apply training objectives policies and strategies	1,2,9		
CLO 4	Evaluate Training methodologies & their impact on training and	1,2,9		
CLO 5	Design the training and development programs for	1,2,9		

POs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
Effective Mapping	2.8	3							3

COURSE CONTENT:

MODULE NO	TITLE	MODULE HOURS
MODULE1	Learning and Learning Theories	16
MODULE 2	Training Methodologies	14
MODULE 3	Training Evaluation	15

PRESCRIBED TEXTBOOK:

Training and Development - By Dr.B Janakirama - Biztantra

OTHER READINGS AND REFERENCES:

a. K. Ashwatappa (8th edition)- Human Resource Management- McGraw Hill Publication

b. Gary Dessler (10th edition)- Human Resource Management- Pearsons.

c. Mondy and Noe (9th edition)- Human Resource Management- Pearsons.

d. David A. Decenzo & Stephen P. Robbings - Personnel/Human Resource Management

e. Agochiya - Every Trainer's Handbook

f. Blanchard - Effective Training

ASSESSMENT SCHEME AND WEIGHTAGE:

{a} END-TERM COMPONENT

Evaluation	Weightage (%)	Marks	Duration (in minutes)
End-Term	67	50	180

{b} INTERNAL ASSESSMENTS (Total IA Marks:50)

Sl. No.	Evaluation Item*	Unit of Evaluation	Weight	Marks	Session	CLO
1	CaseStudy1	Individual	10%	2.5	9th,10thSessions	1,2,3
2	CaseStudy2	Individual	10%	2.5	17th&18th Sessions	2,3
3	Project	Team	40%	10	23rd,24th&38th sessions	4,5
4	Class Participation	Individual	5%	2.5	Across the entire semester	
5	GMG	Individual	5%	2.5	Across the entire semester	
6	Class Attendance	Individual	10%	5	Assessed across all sessions	

DATE	Session No.	Topic	Pedagogy	Readings from the textbook	Pre-reads,Post reads& references/links

	1	Course outline & Introduction to L&D	Class Discussion		
	2	Overview of Learning & Training and Learning and Learning Theories: Need for Learning	Lecture, Class Discussion		
	3	Learning process & Principles of learning, Theories of learning, the process of resistance to learning	Lecture, Class Discussion	Textbook Chapter 4	https://www.linkedin.com/business/talent/blog/learning-and-development/what-is-learning-and-development
	4	Effect of group dynamics on learning, Transfer of learning, Distinct characteristics of Training design that motivate learning, Learning Strategies	Lecture, Class Discussion		
	5	Learning and Development: Definition and comparison of learning and management techniques	Lecture, Class Discussion	Textbook Chapter 4	Pre-read: Teaming at Disney case study

	6	Benefits of learning and development, Awareness of the learning and development setup	Lecture, Class Discussion		https://www.td.org/talent-development-glossary-terms/what-is-learning-and-development
	7	Steps in the learning and development process, Theoretical perspective of the learning and development process, Kolb's Learning Cycle	Lecture, Class Discussion	Ref. Book: HRM by Ashwatappa, Pg. No. 321	Pre-read: all previous concepts & cases:
	8	Adult Learning: Principles of adult learning & Factors which motivate adults to learn, Jane Vella's Principles, Difference between the learning of children and adults	Lecture, Class Discussion	Textbook Chapters 4 & 9	What is Learning and Development? https://www.charliehr.com/blog/what-is-learning-and-development/
	9	Training: Objectives, Policies, strategies, and plans:	Lecture, Case Discussion	Textbook Chapters 4 & 9	
	10	Training: Introduction & Analysis of Training Needs	Lecture, Case discussion		

		Case:MahindraNeed Analysis			
	11	Trainingprocess follow-up,Overviewof trainingmethodology	Lecture, Case discussion	Textbook Chapters1&2 Ref. Book: HRM by Ashwatappa, PgNo. 322	
	12	TrainingDesign:Steps in training program design	Lecture, Case discussion	Textbook Chapter2	*Learningand Development:A ComprehensiveGuide* https://www.aihr.com/blog/learning-and-development/
	13	Program sequenceand theme,Converting trainingobjective intoatraining program,Criteriafor trainingmethod selection			
	14	Relationshipbetween learningand trainingmethods.			

			Lecture, Discussion		
	15		Lecture, Discussion		
	16	Projectpresentation-Phase1	Lecture, Case Discussion	Learningand Development atChoc Co. https://edge.sagepub.com/wilton3e/student-resources/chapter-9/case-studies/case-study-learning-and-development-at-choc-co	
	17	Training Methodologies: Overviewofvarious trainingmethods	Lecture, Case discussion		WhatisTraining Design? https://bizfluent.com/facts-5761016-training-design-.html
	18	On-the-jobtraining methods	Lecture,	Submission of	

			Case discussion	a case report	
	19	Training Methodologies: Overview of various training methods	Lecture and Class Discussion	Textbook Chapters 3,5&6	Objectives of Training https://www.businessstudynotes.com/hrm/training-development/objectives-training-development/
	20	Off-the-job training methods	Lecture and Class Discussion	Textbook Chapters 3,5&6	
	21	Understanding the method to be applied for improvement in knowledge, skills, and attitudes	Lecture and Class Discussion		
	22	Advantages of using one training over another	Lecture and Class Discussion	Ref. Book: HRM by Gary Dessler, Pg. No. 304	Pre-read: all previous concepts & case: Reinventing the wheel at Apex door

	23	The latest training methods and their applications in different situations		Developing a Learning Strategy at Wellread Books https://edge.sagepub.com/wilton3e/student-resources/chapter-9/case-studies/case-study-developing-a-learning-strategy-at	
	24	Latest training methods and their applications in different situations			https://training.safetyculture.com/blog/training-evaluation-methods/
	25	The concept of distance learning, Characteristics of distance learning, Key factors influencing distance learning.	Lecture &Class Discussion	Textbook Chapters6&7	Pre-Read:Airbnb case
	26	Contemporary Issues in Learning and Development	Lecture &Class Discussion	Textbook Chapter10	On-the-JobTraining https://www.mindtools.com/pages/article/on-the-job-training.htm

	27	Module3 TrainingEvaluation: Meaning,Reasonsfor EvaluatingTraining	Lecture &Class Discussi on	Textbo ok Chapte r10	Off-the-JobTraining
	28	Significanceof TrainingEvaluation	Lecture &Class Discussi on	Textbo ok Chapte r10	https://www.econom icsdiscussion.net/jo b-training/off-the- job-training- methods/31625
	29	NestlecaseDiscussion	Case discussio n		Pre-Read:Nestlé casestudy
	30	Projectpresentation- Phase2			
	31	DonaldKirkpatrick's ReturnonInvestment inTraining			Kirkpatrick Evaluation Model https://www.lucidch art.com/blog/how-to- use-the-kirkpatrick- evaluation-model
	32	DonaldKirkpatrick's ReturnonInvestment inTraining	Lecture &Class Discussi on	Textbo ok Chapte rs6&7	Post-Read:Nestlé casestudy
	33	Typesofevaluation design, Considerationsin	Lecture &Class	Ref. Book: HRM	Pre-read:all previousconcepts& case:Carter

		choosing an evaluation design	Discussion	by Gary Dessler ,Pg.No. 304	cleaning company
	34	Types of evaluation design, Considerations in choosing an evaluation design	Lecture &Class Discussion		https://whatfix.com/blog/employee-training-methods/
	35	Data collection for training evaluation	Lecture &Class Discussion	Identify the contemporary methods of training and learning	*DevelopingEmployees* https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developingemployees.aspx
	36	Data collection for training evaluation	Lecture &Class Discussion	Textbook Chapters 6&7	RemoteLearning https://www.ispringsolutions.com/blog/remote-learning
	37	Threats to Validity, Determining costs	Lecture &Class Discussion	Textbook Chapter 11	Training Evaluation https://kitaboo.com/training-evaluation-

				evaluate-training-effectiveness-impact/
	38	ThreatstoValidity, Determiningcosts		Ref.Book: HRMby R.Wayne Mondy, Pg.No. 232	TrainingCostper Employee https://www.profit.co/blog/kpis-library/hr/training-cost-per-employee/
	39	ProjectPresentation	Lecture &Case Discussion		
	40	ProjectPresentation	Lecture &Class Discussion		Pre-read:all previousconcepts& case:Google's projectoxygen case
	41	ProjectPresentation	Lecture &Class Discussion		
	42	ProjectPresentation	Lecture &Case Discussion		
	43	Evaluationpractices indifferent organizations	Lecture &Class		

			Discussion		
	4 4	De-briefing L&D	Lecture &Class Discussion		
	45	Feedback and Class Review	Lecture &Class Discussion		

PART 2: SESSION PLAN

Assurance of Learning (AoL) Plan

1. CLOs & mode of assessment:

CLO No.	CLO Description	Mode of Assessment
CLO1	Present the need for learning and development	Mini Project
CLO2	Analyze the group dynamics in learning	Case Analysis
CLO3	Identify & apply training objectives, policies, and strategies to enhance learning	Case Analysis
CLO4	Evaluate Training methodologies & their impact on training and development using audit reports/feedback	Projects
CLO5	Design the training and development programs for different organizations	Projects

2. Assessment Rubrics Project:

CLO	Exceed Expectation	Meet Expectation	Does not meet Expectations
2,3	Identifies 2-3 substantial problems. Alternatives indicate a decision. Extensive details and relevant examples were used to support the content. Alternatives are actionable and realistic. 6-7.5 Marks	Identifies 1 substantial problem. Alternatives indicate a decision. The information did not include details or examples that are related to the topic. Alternatives are actionable and realistic. 3-5.9 Marks	Does not state any problem. Alternative does not indicate a decision. No relevant details or examples were quoted. Alternatives are neither actionable nor realistic. 0-2.9 Marks

4,5	The report was completely addressed. Meet all 6 deliverables, and was supported by many facts and detailed examples.

All information was accurate and was delivered effectively. Subject knowledge was thorough. Extensive details and relevant examples were used to answer the essential question.

4-5 Marks | The report was addressed. Met at least 4 to 5 deliverables and was supported by facts and examples.

Information was relevant with a few relevant details and examples. Did not address the essential question. Subject knowledge was evident, but was not used to support the argument.

2-3.9 Marks | The report was not addressed.

Met only 1 or 2 deliverables and was not supported by facts or examples.

Information was confusing or irrelevant. No supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make a successful argument. |

			0-1.9Marks

ProjectsDeliverables

Students' ability to learn, understand, and design a training program with the help of learned concepts and their practical applications in organizations

This Project is a Group Project. Students to form a group of 3 and inform the Course Faculty. The student is to choose an industry and select a minimum of 1 organization in the same industry. *The students must email the Course Faculty on or before the 6th Session.* Students must visit the organization and understand the **Skill Gap Analysis of MSMEs in Hubli-Dharwad**

Deliverables:

- Document how training needs are identified in the selected MSMEs and analyze how they connect to organizational goals.
- Prepare a Skill Gap Matrix showing the difference between **existing skills and required skills** for different employee groups.
- Summarize insights from surveys, interviews, and observations conducted with employees and employers.
- Develop a customized training module addressing the key skill gaps identified.
- Conduct and document the training sessions with evidence (photos, videos, attendance records).
- Evaluate the training impact using pre- and post-training assessments along with participant feedback.

- Recommend improvements and long-term L&D strategies tailored for MSMEs in Hubli-Dharwad.

b. Project Stages

Stage	Submission date
Stage 1 (1 to 4)	Sessions 12
Stage 2 (5 & 6)	Sessions 22
Stage 3 (6 to 8)	Sessions 40

Attendance Assessment

5 Marks (10% weightage) for the Attendance component will be awarded in the following gradation-

Attendance	Award of Marks
Less than 70%	Zero
Between 71 to 75%	1
Between 76 to 80%	2
Between 81 to 85%	3
Between 86 to 90%	4
Between 91 to 100%	5

Signature:

Submitted by: Prof. Sanmati A Shetteppanavar

Date: 20th Sept 2025

Approved by:

Area Chair	Dean Academics	Director
Dr. Tejaswini Patil	Dr. Mahesh Bendigeri	Dr. Suman Kumar