



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav School of Management

Choice Based Credit System (CBCS) in Light of NEP-2020

BBA (Human Resource) VI SEMESTER (2023-2027)

BBAH603 DIVERSITY AND INCLUSIVENESS

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*							
BBAH603	MAJ	Diversity and Inclusiveness	60	20	20	-	-	3	-	-	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; MAJ – Major

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

This course aims at developing an understanding the issues and challenges involved in managing a diverse workforce and gaining deeper insights about individual biases towards diversity management.

EXAMINATION SCHEME

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

COURSE OUTCOMES

CO1: Define and describe the various issues related to diversity, equity and inclusion

CO2: Understand various dimensions of diversity and its implications at workplace

CO3: Utilize knowledge and skills gained to assist in creating a more inclusive workplace environment.

COURSE CONTENT

UNIT I: Introduction to Diversity, Equity and Inclusion

1. Diversity, Equity, Inclusion: Concept, Benefits and Issues
2. Unconscious Bias: Concept, Types, and leverage tactics to reduce bias
3. Intersectionality: Concept and implications at workplace

UNIT II: Primary Dimensions of Diversity

1. Primary Dimensions: Concept, Importance
2. Types: Race, ethnicity, age, gender, sexual orientation, physical and mental challenges
3. Do's and Don'ts: Interaction with Women at Workplace

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UNIT III: Secondary Dimensions of Diversity

1. Secondary Dimensions: Concept, Importance
2. Types: Social class, religion, appearance/weight, language/communication
3. Flexible work programs, Workplace Bullying

UNIT IV: Paradigms for Managing Diversity

1. Paradigms for Managing Diversity: Discrimination-and-Fairness Paradigm, Access-and-Legitimacy Paradigm, Learning-and-Effectiveness Paradigm
2. Preconditions for Making the Paradigm Shift
3. Cultural Differences: India Vs West

UNIT V: Building Effective Work Relationships across Difference

1. Workplace Inclusion Strategies
2. Diversity and Conflict Management
3. Recent Trends in Workforce Diversity

SUGGESTED READINGS

1. Stewart, R. and Clegg, C. H. (1999). *Managing Organizations: Current Issues Handbook of Organization Studies*, Vol 2. SAGE.
2. Armstrong, M. (2017). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page Publishers.
3. <https://hbr.org/1996/09/making-differences-matter-a-new-paradigm-for-managing-diversity> (Retrieved on July 7, 2019)
4. https://www.academia.edu/16634467/Models_of_Global_Diversity_Management (Retrieved on July 7, 2019)
5. <https://hbr.org/2006/09/rethinking-political-correctness> (Retrieved on July 7, 2019)
6. <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Retrieved on July 7, 2019)
7. <https://hbr.org/2018/03/diversity-and-authenticity> (Retrieved on July 7, 2019)
8. Bourke, J., Garr, S., van Berkel, A., and Wong, J. 2017. Diversity and inclusion: The reality gap. Deloitte
9. University: <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html> (Retrieved on July 7, 2019)

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BBA (Human Resource) VI SEMESTER (2023-2027)

BBAH604 FUNDAMENTALS OF COMPENSATION AND REWARDS

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*							
BBAH604	DSE	Fundamentals of Compensation and Rewards	60	20	20	-	-	4	-	-	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; **DSE**- Discipline Specific Elective

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVE

This course provides an in-depth understanding of compensation and reward systems, focusing on how organizations use compensation strategies to attract, motivate, and retain employees. Topics include wage and salary administration, performance-based pay, executive compensation, benefits management, and legal aspects of compensation

EXAMINATION SCHEME

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

COURSE OUTCOMES

- CO1: Understand the principles and strategies behind compensation and reward systems.
- CO2: Analyze various pay structures and incentive programs.
- CO3: Apply legal and ethical considerations in designing compensation packages.
- CO4: Evaluate the role of compensation in organizational performance and employee motivation.

COURSE CONTENTS

UNIT I: Introduction to Compensation and Reward Management

1. Compensation: Concept, objectives, components, dimensions
2. Reward :Concept, importance
3. Strategic role of compensation in organizations

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UNIT II: Wage and Salary Administration

1. Objectives of wage and salary administration and importance of effective wage and salary administration
2. Components of wage and salary administration
3. Types of wages (Statutory, Minimum, Living, Fair)
4. Types of wage structure (Time, Piece, Skill, Seniority Based, Performance, Equity, Incentive, Profit Sharing)

UNIT III: Compensation Policies and Job Evaluation

1. Compensation Policies: Internal Consistency, External Competitiveness
2. Internal Equity: Job evaluation- importance, procedure and its methods
3. External Parity: Pay Surveys–Importance of conducting pay surveys, methods, of wage surveys (Job title, Job description, Job Evaluation)
4. Pricing Jobs: Pay levels, Constructing ranges

UNIT IV: Employee Benefits and Incentives

1. Importance of employee benefits and incentives
2. Types of employee benefits (Statutory and Voluntary)
3. Types of employee incentives (Monetary and Non-Monetary) - Individual, group, and organizational incentives

UNIT V: Compensation Structures- Indian Practices

1. Factors considered in deciding wage structures
2. Challenges in designing effective compensation and reward system
3. Ethics in compensation
4. Recent trends in compensation and reward management

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SUGGESTED READINGS

1. Singh, B. D. (2008). *Compensation and Reward Management*. New Delhi; Excel Books
2. Tapomoy, D. (2008). *Compensation Management*. New Delhi; Excel Books Reference Books
3. Bhattacharya, D. K(2009). *Compensation Management*. Oxford University Press, New Delhi
4. Sarma A.M and Rao N. S. (2015). *Compensation and Performance Management*. Himalaya Publishing House, Mumbai
5. Milkowich, G., Newman, J. (2016). *Compensation*.New Delhi; Tata McGraw Hill.

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BBA (Human Resource) VI SEMESTER (2023-2027)

BBAH605 BUILDING LEARNING ORGANISATIONS

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*							
BBAH605	DSE	Building Learning Organisations	60	20	20	-	-	4	-	-	4

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COURSE OBJECTIVES

This course introduces students to the concept of building learning organizations and the strategies and practices involved in creating a culture of continuous learning and improvement within an organization. Students will explore the theoretical foundations of learning organizations, and develop skills and techniques for fostering a learning-oriented environment.

EXAMINATION SCHEME

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of five questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

COURSE OUTCOMES

- CO1: Understand the concept of a learning organization and its significance in the modern business environment.
- CO2: Explore the theoretical frameworks related to building learning organizations.
- CO3: Analyze the key elements and characteristics of learning organizations.
- CO4: Examine the role of leadership in fostering a culture of learning and knowledge sharing.
- CO5: Develop skills and strategies for creating and implementing learning initiatives in organizations.

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COURSE CONTENT

UNIT I: Introduction to Learning Organisations

1. Definition and characteristics of learning organizations
2. Historical development and evolution of the concept
3. Importance and benefits of learning organizations

UNIT II: Theoretical Foundations of Learning

1. Individual and team learning
2. Learning through experimentation and reflection
3. Action learning and learning networks
4. Identifying and addressing barriers to learning

UNIT III: Organizational Learning and Knowledge Management

1. Types of organizational learning (single-loop, double-loop, and deutero-learning)
2. Knowledge creation, acquisition, and sharing
3. Knowledge management systems and tools
4. Peter Senge's Five Disciplines of a Learning Organization

UNIT IV: Building a Learning Culture

1. Role of leadership in creating a learning culture
2. Developing a shared vision and learning-oriented values
3. Promoting open communication and collaboration

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UNIT V: Fostering Learning Culture in Organisations

1. Organizational structure and design for learning
2. Learning systems and processes (e.g., training and development, mentoring, coaching)
3. Role of technology in supporting learning initiatives; E-learning platforms and virtual learning environments
4. Learning metrics and performance measurement

SUGGESTED READINGS

1. Dixon, N. (1994) *The Organizational Learning Cycle. How we can learn collectively*. London: McGraw-Hill.
2. Senge, P.M. (2006). *The Fifth Discipline: The Art & Practice of the Learning Organization*. London, England: Random House Books.

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BBAH606 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
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BBAH606	DSE	International Human Resource Management	60	20	20	-	-	4	-	-	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; **DSE**- Discipline Specific Elective

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COURSE OBJECTIVE

Globalization, growing presence of multinationals with expatriate managers, cross border mergers and acquisitions and increasing diversity of workforce demands human resource to be more sensitive to cross-cultural issues and understanding of international approaches to dealing with people in organisations. The course seeks to look at HRM in a broader, comparative and international perspective to deal with complex issues and manifold risks.

EXAMINATION SCHEME

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections, A and B. Section A will carry 36 Marks and consist of five questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases /problems worth 24 marks.

COURSE OUTCOME

CO1: To Understand the concepts, theories, and principles of International Human Resource Management (IHRM).

CO2: To Understand and analyze the complexities of international staffing, including executive nationality issues, staffing policies, and the challenges associated with staff selection in a global context.

CO3: To Understand the complexities and dynamics of international labor relations, including the impact of labor laws, cultural diversity, and globalization on labor management in multinational organizations.

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COURSE CONTENT

UNIT I: Introduction of IHRM

1. Meaning
2. Objectives
3. Scope
4. Difference between domestic HRM and IHRM
5. Challenges of IHRM

UNIT II: International Staffing & Performance Management

1. International Staffing: Executive Nationality Issues, Staffing Policies
2. Issues in Staff Selection
3. Multinational Performance Management
4. Factors associated with Individual Performance and Appraisal
5. Criteria Used for Performance Appraisal of International Employees.

UNIT III: The diffusion of International HRM in MNCs:

1. Global versus local strategy and structure in MNCs.
2. Transfer of HR practices in MNCs.
3. Knowledge management and international HRM.
4. Cross cultural management.
5. Global work life management.

UNIT IV: Labour Unions and IHRM

1. Key issues in International Labor Relations
2. Labor Unions and International Labor relations
3. The Response of Labor Unions to Multinationals

UNIT V: Issues, Challenges, and Emerging Trends in IHRM

1. Managing people in an International Context
2. Human Resources Issues in Multinational Corporate
3. Research in IHRM
4. Social Responsibility - IHRM Practices in India, USA and Japan

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1. Dowling, P. (2004). International Human Resource Management: Managing People in a Multinational Context: Managing People in a Multinational Context. Thomson.
2. Sengupta, N. (2007). International human resource management. Excel Books India.
3. Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). International human resource management: Policies and practices for multinational enterprises. Routledge.

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