



**Gyanmanjari**  
Innovative University

Syllabus  
Gyanmanjari Institute of Management Studies  
Semester-3 (BBA Premium)

**Subject:** Behavioral Skills for Leadership and Negotiation– BBA11E13311

**Type of course:** Major (Core)

**Prerequisite:** Basic understanding of communication skills, management concepts and interest in leadership development, interpersonal skills and negotiation techniques.

**Rationale:** The objective of this course is to develop leadership qualities and behavioral competencies among students. It helps students understand human behaviour, communication skills, teamwork and negotiation strategies. Students will learn how leaders influence others, manage conflicts, take decisions and negotiate effectively in professional and personal situations. The course focuses on practical skill development through role play, case studies and activities.

**Teaching and Examination Scheme:**

| Teaching Scheme |   |   | Credits | Examination Marks |     | Total Marks |
|-----------------|---|---|---------|-------------------|-----|-------------|
| CI              | T | P | C       | SEE               | CCE |             |
| 4               | 0 | 0 | 4       | 100               | 100 | 200         |

*Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; LWA - Lab Work Assessment; V – Viva voce; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.*

**Course Content:**

| Sr. No | Course Content                                                                                                                                                                                                                                                                                                                                                                                                                      | Hrs.         | % Weightage |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 1      | <b>Foundations of Behavioral Skills</b><br><b>Theory Topics:</b> <ul style="list-style-type: none"> <li>• Introduction to Behavioral Skills and Leadership</li> <li>• Self-Awareness and Personality (Big Five, Johari Window)</li> <li>• Emotional Intelligence (EI) Basics</li> <li>• Communication Skills (Verbal &amp; Non-verbal)</li> <li>• Active Listening Skills</li> <li>• Barriers to Effective Communication</li> </ul> | 07 T<br>05 P | 20          |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |     |     |  |  |
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| <p><b>Practical 1: Self-Awareness Reflection</b><br/>Students will complete a standard personality or emotional intelligence assessment tool. Based on their results, they will identify their behavioral tendencies, strengths, and areas of improvement. Students will also connect these insights with leadership effectiveness and interpersonal interactions. A guided class discussion will help them understand how self-awareness impacts decision-making and communication.</p> <p><b>Practical 2: Communication Role Play</b><br/>Students will perform role-plays in small groups based on real-life workplace situations such as manager-employee interaction or team discussion. They will demonstrate both effective and ineffective communication styles. After each role-play, peer and faculty feedback will be provided focusing on clarity, tone, body language, and message delivery.</p> <p><b>Practical 3: Active Listening Practice</b><br/>Students will work in pairs where one student shares a situation or problem, and the other practices active listening techniques such as paraphrasing, questioning, and summarizing. Students will switch roles and provide feedback on listening effectiveness, highlighting common listening barriers.</p> <p><b>Examination Style:</b></p> |                                                                                                                                                                                                                                                                                                                                                                             |     |     |  |  |
| Sr. No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                          | SEE | CCE |  |  |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>ALA 1: Email Drafting</b><br/>Students will write a formal email as a leader announcing a new policy or change. The email should demonstrate clarity, proper structure, professional tone, and effective communication. Students must ensure subject line, body content, and conclusion are appropriate. Final submission should be in PDF format on GMIU portal.</p> |     | 10  |  |  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>ALA 2: Reflection Report</b><br/>Students will prepare a reflective report (300–400 words) analyzing their communication skills. The report should include strengths, weaknesses, examples from class activities, and a clear improvement plan with actionable steps. Upload PDF on GMIU web portal.</p>                                                              |     | 10  |  |  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Communication Skills Role Play &amp; Viva :</b><br/>Students will perform a short role-play based on a workplace communication scenario (e.g., manager–employee interaction). They will demonstrate effective communication skills</p>                                                                                                                                | 20  |     |  |  |



|  |  |                                                                                                                                                                                                                           |    |    |  |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|--|--|
|  |  | including clarity, tone, and active listening. This will be followed by a viva/oral exam where students will explain their approach, identify communication barriers, and suggest improvements based on concepts learned. |    |    |  |  |
|  |  | <b>Total</b>                                                                                                                                                                                                              | 10 | 10 |  |  |

| 2      | <b>Interpersonal Skills and Team Behavior</b><br><b>Theory Topics:</b> <ul style="list-style-type: none"> <li>• Interpersonal Skills and Relationship Building</li> <li>• Team Dynamics and Roles</li> <li>• Trust Building and Collaboration</li> <li>• Conflict Types and Sources</li> <li>• Conflict Management Techniques</li> <li>• Feedback Giving and Receiving</li> </ul> <b>Practical 1: Team Dynamics Activity</b><br>Students will be divided into small groups and assigned a simple task such as building a paper structure. After completion, they will analyze team performance including roles played, coordination, communication gaps, strengths, and conflict situations.<br><b>Practical 2: Conflict Role Play</b><br>Students will enact common workplace conflicts such as disagreement between team members or supervisor issues. They will demonstrate conflict resolution strategies using proper communication and behavioral techniques.<br><b>Practical 3: Feedback Practice</b><br>Students will practice giving and receiving constructive feedback using a structured format. Focus will be on clarity, positivity, and actionable suggestions. Feedback effectiveness will be discussed in class.<br><b>Examination Style:</b> |        |                    |     | 07 T<br>05 P | 20 |     |   |                                                                                                                                                                                                                                                              |  |    |   |
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|        | <table border="1"> <thead> <tr> <th>Sr. No</th> <th>Evaluation Methods</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <b>ALA 3: Feedback Drafting</b><br/> Students will draft a professional feedback message for a team member. It should include positive aspects, areas of improvement, and clear actionable suggestions using a respectful tone. Upload PDF on GMIU web portal. </td> <td></td> <td>10</td> </tr> <tr> <td>2</td> <td> <b>ALA 4: Conflict Handling Note</b><br/> Students will write a structured response explaining how they would handle a given conflict situation. The answer should include steps, communication approach, and expected outcome. Upload PDF on GMIU web portal. </td> <td></td> <td>10</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sr. No | Evaluation Methods | SEE |              |    | CCE | 1 | <b>ALA 3: Feedback Drafting</b><br>Students will draft a professional feedback message for a team member. It should include positive aspects, areas of improvement, and clear actionable suggestions using a respectful tone. Upload PDF on GMIU web portal. |  | 10 | 2 |
| Sr. No | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SEE    | CCE                |     |              |    |     |   |                                                                                                                                                                                                                                                              |  |    |   |
| 1      | <b>ALA 3: Feedback Drafting</b><br>Students will draft a professional feedback message for a team member. It should include positive aspects, areas of improvement, and clear actionable suggestions using a respectful tone. Upload PDF on GMIU web portal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        | 10                 |     |              |    |     |   |                                                                                                                                                                                                                                                              |  |    |   |
| 2      | <b>ALA 4: Conflict Handling Note</b><br>Students will write a structured response explaining how they would handle a given conflict situation. The answer should include steps, communication approach, and expected outcome. Upload PDF on GMIU web portal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        | 10                 |     |              |    |     |   |                                                                                                                                                                                                                                                              |  |    |   |



|        |                                                                                                                                                                                                                                                   | <b>Team &amp; Conflict Case Analysis :</b><br>Students will be given a case on team conflict. They will identify the type of conflict, analyze causes, and suggest suitable resolution strategies with proper justification in a structured answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20  |    |        |                    |     |     |   |                                                                                                                                                                                                                                                   |  |    |              |    |
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|        |                                                                                                                                                                                                                                                   | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20  | 20 |        |                    |     |     |   |                                                                                                                                                                                                                                                   |  |    |              |    |
| 3      |                                                                                                                                                                                                                                                   | <b>Leadership Skills Development</b><br><b>Theory Topics:</b> <ul style="list-style-type: none"><li>• Leadership vs Management</li><li>• Leadership Styles (Autocratic, Democratic, Laissez-faire)</li><li>• Situational Leadership</li><li>• Motivation Theories (Maslow, Herzberg)</li><li>• Decision Making Skills</li><li>• Ethics in Leadership</li></ul> <b>Practical 1: Leadership Style Role Play</b><br>Students will perform role-plays using different leadership styles in given scenarios. The effectiveness of each style will be evaluated based on situation and team response.<br><b>Practical 2: Group Decision-Making Task</b><br>Students will work in teams to solve a business problem. They will present their decision along with justification and explain the decision-making process used.<br><b>Practical 3: Motivation Analysis Activity</b><br>Students will analyze real-life or hypothetical scenarios and identify motivational factors using basic motivation theories.<br><b>Examination Style:</b> <table><tr><th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr><tr><td>1</td><td><b>ALA 5: Leadership Speech</b><br/>Students will write a motivational speech (approx. 300 words) addressing a team during a challenging situation. Focus should be on clarity, confidence, and ability to inspire. Upload PDF on GMIU web portal.</td><td></td><td>10</td></tr></table> |     |    | Sr. No | Evaluation Methods | SEE | CCE | 1 | <b>ALA 5: Leadership Speech</b><br>Students will write a motivational speech (approx. 300 words) addressing a team during a challenging situation. Focus should be on clarity, confidence, and ability to inspire. Upload PDF on GMIU web portal. |  | 10 | 07 T<br>05 P | 20 |
| Sr. No | Evaluation Methods                                                                                                                                                                                                                                | SEE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CCE |    |        |                    |     |     |   |                                                                                                                                                                                                                                                   |  |    |              |    |
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|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                      |     |     |              |    |
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|   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ALA 6: Case-Based Leadership Analysis</b><br>Students will analyze a given leadership case and identify the most suitable leadership style. Justification should be based on theoretical concepts. Upload PDF on GMIU web portal. |     | 10  |              |    |
|   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Leadership Video Analysis :</b><br>Students will be shown a leadership video. They must summarize the situation, identify leadership style, evaluate its effectiveness, and analyze its impact on team performance.               | 20  |     |              |    |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Total</b>                                                                                                                                                                                                                         | 20  | 20  |              |    |
| 4 | <b>Negotiation Skills</b><br><b>Theory Topics:</b> <ul style="list-style-type: none"> <li>• Introduction to Negotiation</li> <li>• Types of Negotiation (Win-Win, Win-Lose)</li> <li>• Negotiation Process</li> <li>• BATNA Concept</li> <li>• Persuasion Techniques</li> <li>• Body Language in Negotiation</li> </ul> <b>Practical 1: Buyer-Seller Negotiation</b><br>Students will perform a structured negotiation role-play. They will focus on preparation, communication, bargaining strategies, and final outcome. <b>Practical 2: Persuasion Activity</b><br>Students will try to convince their partner on a given topic using logical reasoning, emotional appeal, and communication techniques. <b>Practical 3: BATNA Identification</b><br>Students will analyze negotiation scenarios and identify best alternatives before negotiation. Discussion will focus on importance of preparation. <b>Examination Style:</b> |                                                                                                                                                                                                                                      |     |     | 07 T<br>05 P | 20 |
|   | Sr. No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Methods                                                                                                                                                                                                                   | SEE | CCE |              |    |
|   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>ALA 7: Negotiation Script</b><br>Students will prepare a detailed negotiation script including introduction, arguments, counterarguments, and conclusion. Upload PDF on GMIU web portal.                                          |     | 10  |              |    |
|   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Assignment 1: Coaching Session Plan</b><br>Students will prepare a structured coaching plan for an employee facing performance issues. It should include goal, challenges.                                                        |     | 10  |              |    |



|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | action steps, and follow-up strategy in a clear format. Upload PDF on GMIU web portal.                                                                                                    |     |    |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |
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|        | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Negotiation Role Play &amp; Analysis:</b><br>Students will perform a short negotiation role-play followed by a written analysis of strategies used, mistakes, and improved approaches. | 20  |    |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Total</b>                                                                                                                                                                              | 20  | 20 |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |
| 5      | <b>Advanced Behavioral Applications</b><br><b>Theory Topics:</b> <ul style="list-style-type: none"><li>• Leadership Communication in Organizations</li><li>• Managing Difficult Conversations</li><li>• Stress Management</li><li>• Time Management</li><li>• Cultural Sensitivity</li><li>• Influence and Power in Leadership</li></ul> <b>Practical 1: Difficult Conversation Role Play</b><br>Students will simulate sensitive workplace situations such as performance feedback or conflict discussion. Focus will be on tone, empathy, and clarity.<br><br><b>Practical 2: Time Management Planning</b><br><br>Students will prepare a structured daily or weekly schedule identifying priorities and time management strategies.<br><br><b>Practical 3: Stress Management Discussion</b><br>Students will identify stress triggers and discuss practical coping strategies. Group discussion will focus on real-life applications.<br><br><b>Examination Style:</b> <table><tr><th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr><tr><td>1</td><td><b>Assignment 2: Personal Development Plan</b><br/>Students will prepare a structured plan including goals, skills to be developed, action steps, and timeline for improvement. Upload PDF on GMIU web portal.</td><td></td><td>10</td></tr><tr><td>2</td><td><b>Assignment 3: Leader Analysis Report</b><br/>Students will select a leader and analyze their leadership style, behavioral traits, and</td><td></td><td>10</td></tr></table> |                                                                                                                                                                                           |     |    | Sr. No | Evaluation Methods | SEE | CCE | 1 | <b>Assignment 2: Personal Development Plan</b><br>Students will prepare a structured plan including goals, skills to be developed, action steps, and timeline for improvement. Upload PDF on GMIU web portal. |  | 10 | 2 | <b>Assignment 3: Leader Analysis Report</b><br>Students will select a leader and analyze their leadership style, behavioral traits, and |  | 10 | 07 T<br>05 P | 20 |
| Sr. No | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SEE                                                                                                                                                                                       | CCE |    |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |
| 1      | <b>Assignment 2: Personal Development Plan</b><br>Students will prepare a structured plan including goals, skills to be developed, action steps, and timeline for improvement. Upload PDF on GMIU web portal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                           | 10  |    |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |
| 2      | <b>Assignment 3: Leader Analysis Report</b><br>Students will select a leader and analyze their leadership style, behavioral traits, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           | 10  |    |        |                    |     |     |   |                                                                                                                                                                                                               |  |    |   |                                                                                                                                         |  |    |              |    |



|  |  |                                                                                                                                                                                                                                                          |    |    |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|--|--|
|  |  | effectiveness with examples. Upload PDF on GMIU web portal.                                                                                                                                                                                              |    |    |  |  |
|  |  | <b>Business Simulation Analysis :</b><br>Students will be shown a simulation video based on leadership or negotiation. They must analyze the situation, identify strengths and weaknesses, and present conclusions and learnings in a structured report. | 20 |    |  |  |
|  |  | <b>Total</b>                                                                                                                                                                                                                                             | 20 | 20 |  |  |

**Suggested Specification table:**

| Distribution of Marks<br>(Revised Bloom's Taxonomy) |                    |                      |                    |                |                 |               |
|-----------------------------------------------------|--------------------|----------------------|--------------------|----------------|-----------------|---------------|
| Level                                               | Remembrance<br>(R) | Understanding<br>(U) | Application<br>(A) | Analyze<br>(N) | Evaluate<br>(E) | Create<br>(C) |
| Weightage<br>%                                      | 20%                | 20%                  | 30%                | 20%            | 10%             | 0%            |

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcome:**

|                                                            |                                                                                                                                                                   |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| After learning the course, the students should be able to: |                                                                                                                                                                   |
| CO1                                                        | Understand and apply basic behavioral skills including self-awareness, emotional intelligence, and effective communication in personal and professional contexts. |
| CO2                                                        | Develop interpersonal skills to build relationships, work effectively in teams, and manage conflicts using appropriate techniques.                                |
| CO3                                                        | Analyze and apply different leadership styles and motivational approaches in various organizational situations.                                                   |
| CO4                                                        | Demonstrate negotiation skills including persuasion, communication, and strategy selection in simple business scenarios.                                          |
| CO 5                                                       | Apply behavioral and leadership skills to handle real-life workplace situations such as difficult conversations, stress, and personal development.                |

**Instructional Method:**

The course delivery method will depend upon the requirement of content and needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.



From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory.

The internal evaluation will be done on the basis of the Active Learning Assignment.

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

**Reference Books:**

- [1] Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.
- [2] Goleman, D. (2006). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
- [3] Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications.
- [4] Lewicki, R. J., Barry, B., & Saunders, D. M. (2021). Negotiation (8th ed.). McGraw-Hill Education.
- [5] Carnegie, D. (2020). How to win friends and influence people. Fingerprint Classics.

**Suggested Assessment Guidelines:**

| SEE | Topic                                 | Criteria                                  | Marks | Description                                                                                                                                                                                                                                                                  |
|-----|---------------------------------------|-------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Communication Skills Role Play & Viva | Understanding of Communication Concepts   | 10    | Students will demonstrate their understanding of communication principles such as clarity, tone, body language, and active listening during the role play and viva. They should be able to identify communication barriers and explain their impact using relevant concepts. |
|     |                                       | Application & Communication Effectiveness | 10    | Students will apply effective communication skills in role play situations. Assessment will be based on clarity of message, confidence, listening ability, response handling, and overall effectiveness in conveying ideas.                                                  |
| 2   | Team & Conflict Case Analysis         | Problem Identification & Analysis         | 10    | Students will identify the type of conflict, key issues, and underlying causes in the given case. They should analyze team dynamics and apply relevant concepts for proper understanding.                                                                                    |



|   |                                  |                                               |    |                                                                                                                                                                                    |
|---|----------------------------------|-----------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                  | Solution & Practical Approach                 | 10 | Students will suggest suitable conflict resolution strategies and justify their approach. Evaluation will focus on practicality, clarity, and relevance of the proposed solutions. |
| 3 | Leadership Video Analysis        | Leadership Understanding & Evaluation         | 10 | Students will identify leadership style, evaluate its effectiveness, and explain leadership behavior using relevant theories and concepts.                                         |
|   |                                  | Application & Critical Thinking               | 10 | Students will provide justified opinions on leadership effectiveness and suggest improvements or alternative approaches with logical reasoning.                                    |
| 4 | Negotiation Role Play & Analysis | Understanding of Negotiation Process          | 10 | Students will demonstrate understanding of negotiation concepts such as strategies, BATNA, and persuasion techniques during role play and analysis.                                |
|   |                                  | Application & Negotiation Skills              | 10 | Students will apply negotiation skills effectively in role play. Assessment will be based on communication, strategy use, confidence, and ability to reach outcomes.               |
| 5 | Business Simulation Analysis     | Situation Analysis & Conceptual Understanding | 10 | Students will analyze the given simulation/video and identify key behavioral, leadership, or negotiation aspects using appropriate concepts.                                       |
|   |                                  | Application & Presentation of Insights        | 10 | Students will present structured conclusions, practical learnings, and suggestions. Evaluation will focus on clarity, relevance, and application of knowledge.                     |

