JK Lakshmipat University

Near Mahindra SEZ, P.O. Mahapura, Ajmer Road, Jaipur – 302026
Ph: 91-141-7107500/503

INSTITUTE OF MANAGEMENT

Doctor of Philosophy in Management

Batch 2018 Course Curriculum

Detailed Syllabus & Scheme of Examination

Proposed Curriculum for PHD Batch 2018

1. **The syllabi of all courses on offer in Ph.D Programme in Management are listed below as:**
    A. **Syllabi of Common & Mandatory Courses**
    B. **Syllabi of the Advanced / Elective Courses**

2. **The Advanced / Elective courses in Management are categorized under four Broad Areas.**
    a. **OB and HR Area**
    b. **Marketing Area**
    c. **Finance Area**
    d. **Operations Area**

A. COMMON COURSES				
LIST OF COMMON AND MANDATORY COURSES				
Sr. No.	**Course**	**Course Code**	**Credit Hours**	**Page No.**
A.1.	Research Methodology	QT10	3.0	5
A.2.	Statistics for Research	QT08	3.0	10
B. ELECTIVE COURSES				
LIST OF ELECTIVE COURSES IN OB/HR AREA				
Sr. No.	**Course**	**Course Code**	**Credit Hours**	**Page No.**
B.1.	Organizational Behaviour for Research	HR16	3.0	15
B.2.	Strategic Human Resource Management	HR15	3.0	20

LIST OF ELECTIVE COURSES IN MARKETING AREA

Sr. No.	Course	Course Code	Credit Hours	Page No.
B.3.	Consumer Behaviour for Research	MK12	3.0	25
B.4.	Integrated Marketing Communication for Research	MK13	3.0	29

LIST OF ELECTIVE COURSES IN FINANCE AREA

Sr. No.	Course	Course Code	Credit Hours	Page No.
B.5.	Financial Risk Management	FN13	3.0	36
B.6.	Dynamics of Financial Planning	FN12	3.0	40

LIST OF ELECTIVE COURSES IN OPERATIONS AREA

Sr. No.	Course	Course Code	Credit Hours	Page No.
B.7	Service Operations Management for Research	OM11	3.0	45
B.8	Supply Chain Management	OM12	3.0	50

AREA CODES

CODE	AREA	CODE	AREA	CODE	AREA
FN	FINANCE	AC	ACCOUNTING	MK	MARKETING
HR	HUMAN RESOURCES	IT	INFORMATION TECHNOLOGY	IB	INTERNATIONAL BUSINESS
QT	QUANTITATIVE TECHNIQUES	OM	OPERATIONS MANAGEMENT	LS	LANGUAGE SKILLS
GN	GENERAL MANAGEMENT				

CREDIT ARITHEMATICS

COURSES	SUBJECTS	CREDITS	CREDITS	TOTAL CREDITS
COMMON COURSES	RM	3.0	6.0	12.0
	SFR	3.0		
ADVANCED / ELECTIVE COURSES	ELECTIVE 1	3.0	6.0	
	ELECTIVE 2	3.0		

OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40**%	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

UNIVERSITY GRADING SCHEME FOR IM

(i) The minimum pass marks will be 40. The award of grades based on absolute marks out of 100 shall be based on the marks distribution as given in Table 1 below:

Table 1: Grades according to absolute marks

S. No.	Marks	Grade	Marks	Interval
1	90≤	O	≤100	
2	81.5≤	A+	<90	8.5
3	73≤	A	<81.5	8.5
4	64.5≤	B+	<73	8.5
5	56≤	B	<64.5	8.5
6	47.5≤	C	<56	8.5
7	40≤	P	<47.5	7.5
8		F	< 40	

(ii) The cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the relative grading system.

(iii) The Grading Scheme to be followed in all programmes/branches of the University having an appearing strength of 25 or more students in the end term examination of the course shall be Relative Grading Scheme. The relative grading is based on the statistical method with marginal adjustment for natural cut off. The mean and the standard deviation (σ) of marks obtained for all the students in a course shall be calculated and the grades shall be awarded to a student depending upon the marks and the mean and the standard deviation as per Table 2 given below:

Table 2: Relative Grades according to Normal Distribution

Lower Range	Grade	Upper Range
Mean + 1.50 Φ≤	O	
Mean + 1.00 Φ≤	A+	< Mean + 1.50 Φ
Mean + 0.50 Φ≤	A	< Mean + 1.00 Φ
Mean ≤	B+	< Mean + 0.50 Φ
Mean - 0.50 Φ ≤	B	< Mean
Mean – 1.00 Φ≤	C	< Mean - 0.50 Φ
Mean – 1.50 Φ≤	P	< Mean – 1.00 Φ
	F	< Mean – 1.50 Φ

PART A: COMMON & MANDATORY COURSES

DOCTOR OF PHILOSOPHY IN MANAGEMENT

QT10

RESEARCH METHODOLOGY
COURSE OUTLINE
COMMON COURSE, 2018-19

INSTRUCTOR DETAILS
NAME: DR. ANUPAM SAXENA
EMAIL: anupamsaxena @jklu.edu.in
OFFICE: ROOM NO. 220(IM BLOCK, 2nd FLOOR)
OFFICE TEL: 0141- 7107548

L-T-P : X-0-0
COURSE CREDITS: 3
SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

Changing business scenario is supported by robust research and analysis, making research centered analytical skills extremely essential for corporate growth. Therefore a course on research tools and techniques is imperative. This course deals with theoretical, methodological and empirical aspects of business research and train doctoral students to acquire skills and aptitude for research and formulate methodology, collect data in a systematic and planned manner and apply appropriate research analysis for their dissertation.

COURSE OBJECTIVES:

1. The primary objective of this course is to develop a research aptitude among the doctoral students and build strong fundamentals of methodology
2. The course aims at enhancing the knowledge of data collection methods and its analysis
3. To acquaint doctoral students with the relevance of referencing in various styles of referencing through softwares

4. To acquaint doctoral students with plagiarism rules, research ethics and its implications

LEARNING OUTCOMES:

1. To develop an understanding of various research designs and techniques
2. To identify various sources of information for literature review and data collection
3. To be able to write in a scholarly style and produce a high quality dissertation
4. Have the ability to identify, critically examine and evaluate various sources of error in a research

TENTATIVE SESSION PLAN:

Module 1	**Introduction to research**	The role of research, research process overview	Week 1: Session 1
	Thinking like a researcher	Understanding concepts, Constructs, Variables and its definition	Week 1: Sessions 2&3
	Organization Structure of Research, Research Process.	Science and its functions, What is theory? and meaning of research process	Week 1: Sessions 4&5
	Problems and Hypotheses	Defining the research problem, Formulation of the research hypotheses, Importance of problems and hypotheses	Week 1: Sessions 6-7
Module 2	**Important Research Designs**	Experimental and Nonexperimental research design, Field research, and Survey research	Week 2: Sessions 8 & 9
	Questionnaire Design & Methods of data collection	Types of measurement scales; Questionnaire designing – Reliability and Validity	Week 2: Sessions 10-12
	Sampling design, Measurement techniques, Sample designs	The nature of sampling, Probability sampling design, Nonprobability sampling design, Determination of sample size	Week 2: Sessions 13 & 14
Module 3	**Analysis of data through SPSS & other software packages**	Processing and analysis of data	Week 3: Sessions

			15&16
	Research report writing	Steps involved in report writing, Ethical issues in conducting research	Week 3: Session 17
	Advances Techniques for data analysis	Discriminant analysis, Factor analysis, Conjoint analysis, Multidimensional scaling, Clustering	Week 3: Sessions 18-21

TEXT BOOK AND ADDITIONAL READING MATERIAL:

Sekaran, U., & Bougie, R. (2015). *Research Methods for Business: A Skill-Building Approach* (6th ed.). New Delhi: John Wiley & Sons.

ADDITIONAL READING MATERIAL:

1. Nargundkar, R. (2010). *Marketing Research* (3rd ed.). New Delhi: Tata Mc Graw Hill.
2. Panneerselvam, R. (2014). *Research Methodology* (2nd ed.). New Delhi: PHI Learning Pvt. Ltd.
3. Cooper, D., Schindler. P., & Sharma, J.K. (2012). *Business Research Methods* (11th ed.). New Delhi: Tata Mc Graw Hill.
4. Neumann, W.L. (2014). *Social Research Methods* (7th ed.). New Delhi: Pearson.

RESEARCH PAPERS:

- Brown, S. L., & Eisenhardt, K. M. (1997). The art of continuous change: Linking complexity theory and time paced evolution in relentlessly shifting organizations. *Administrative Science Quarterly, 42, 1–35.*
- Bartunek, J. M., Rynes, S. L., & Ireland, R. D. (2006). What makes management research interesting and why does it matter?, *Academy of Management Journal, 49, 9 –15*
- Bingham, C. B., & Eisenhardt, K. M. (2006). Unveiling the creation and content of strategic processes: How and what firms learn from heterogeneous experience. *Proceedings of the Academy of Management*
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Qualitative Sociology, 13, 3–21.*
- Gephart, R. P. (2004). Qualitative research and the Academy of Management Journal. *Academy of Management Journal, 47, 454 – 462.*

- Maurer, I., & Ebers, M. (2006). Dynamics of social capital and their performance implications: Lessons from biotechnology start-ups. *Administrative Science Quarterly, 51, 262–292*
- Suddaby, R. (2006). What grounded theory is not? *Academy of Management Journal, 49 633– 642.*

TEACHING METHODOLOGY/ PEDAGOGY:

Class sessions comprise a mixture of lectures (includes use of audio-visuals), interactive discussions, case studies, case presentations and special problem solving sessions. Every teaching week will contain of two lessons, the first one outlines the application of consumer behavioural principles and theories to managerial/ marketing issues and concerns through lectures and interactive discussions, whereas the second one is devoted to presenting cases, discussing cases in addition to solving latest real life problems/ scenarios. The scholars will be given live projects to understand the concepts better.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
3. Student presentations would be allotted on a selected Topic / Problem / Theme related with the subject, before presenting in the class gather relevant data, analyze and interpret the same in a systematic and scientific manner.
4. Although individual assignments and presentations will be allotted to students but few assignments and presentation could be allotted in group, wherein individual participation is essential for learning and assessment purpose.
5. Assignments are to be submitted on the due dates only and it must be based on student's own ideas and works. Plagiarism will not be tolerated.
6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
7. Students are required to put their mobile phones on switched off or on airplane mode. Usage of mobile in the class is strictly prohibited.

The above mentioned guidelines are required to be follow strictly, failing to which adversely impact your learning as well your grade.

Academic Honesty

'Plagiarism' in any form is not acceptable. Cheating during examinations or plagiarism in group work will result removal from the course with a failing grade. Punctuality and due attention is must in the classes.

OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

QT08

STATISTICS FOR RESEARCH
COURSE OUTLINE
COMMON COURSE, 2018-2019

INSTRUCTOR DETAILS
NAME: Dr. Umesh Gupta / Dr. Anupam Saxena
EMAIL: umeshgupta@jklu.edu.in / anupamsaxena @jklu.edu.in
OFFICE ROOM:
OFFICE TEL: Dr. Umesh Gupta (544) / Dr. Anupam Saxena (548)

L-T-P : X-0-0
COURSE CREDIT: 3
SESSION DURATION : 90 MINUTES

COURSE DESCRIPTION:

The introductory course on statistics for research is designed to provide doctoral students a strong understanding of statistics from business research perspective and analysis of a research problem with the underlying principles.

Statistics in business & economics is underscored by the fact that it is a core subject for research students and a common feeling amongst students that it is tough and dull subject requiring extensive knowledge of mathematics. However, the course pedagogy & contents is designed in such a way that students with various backgrounds can be brought at the same level and subsequently they are expected to apply some of these techniques in their dissertation.

The course will deal with basic and concise topics of business statistics for research.

COURSE OBJECTIVE:

The objective of the course is to familiarize students with

1. Basic knowledge of the concepts of quantitative data treatment
2. Basic knowledge of explaining the data with various tables, graphs and statistical measures

3. Basic knowledge of probability, statistical inference, confidence intervals, hypothesis testing on a statistical sample, correlation & regression analysis

Learning Outcomes:

5. The course will provide a guideline to the students for choosing the most appropriate statistical method for their data analysis
6. The course will help them to make the best use of statistics by using a variety of learning tools
7. The students should be able to make proper use of analytical methods and software like Excel, SPSS, Minitab etc. during their dissertation
8. Have the ability to identify, critically examine and evaluate various sources of error in a
statistical survey

TENTATIVE SESSION PLAN:

Module 1	**Foundation of Statistics**	Meaning, Scope, Limitation and Role of Statistics, Introduction to Measures of Central Tendency and dispersion	Week 1: Session 1
	Probability Distribution	Expected Value, Binomial, Poisson and Normal Distributions	Week 1: Session 2
	Sampling and Sampling Distributions	Introduction to Sampling, Statistics and Parameters, Types of Sampling, Sampling Distributions, Standard Error, Sampling from Normal and Non-normal Populations, Central Limit Theorem, Finite Population Multiplier	Week 1: Session 3
	Point and Interval Estimators and Estimates	Point and Interval Estimates, Estimator and Estimates, Confidence Levels and Confidence Intervals, Interval Estimates of Mean and Proportion from Large Samples, Interval Estimation Using t Distribution, Sample Size for Estimating Means and Proportions	Week 1: Sessions 4

	Testing of Hypothesis (Parametric Tests)	Basic Concepts, Type I and Type II Errors, One Tailed and Two Tailed Tests, One Sample Tests, Hypothesis Testing of Means when Population Standard Derivation is Known and when Unknown	Week 1: Sessions 5-7
Module 2	**Inference about population variance**	Inference about a population variance and about two population variances	Week 2: Session 8
	Testing of Hypothesis (Parametric Tests)	Hypothesis Testing of Proportions for Large Samples, Two Sample Tests for Equality of Means for Large and Small Samples, Equality of Means for Dependent Samples, Difference between Proportions for Large Samples	Week 2: Sessions 9-11
	Chi Square Test	Chi Square Test of Independence and Goodness of Fit.	Week 2: Sessions 12-14
Module 3	**Simple Correlation & Regression**	Types of Relationships, Scatter Diagrams, Estimation Using the Regression Line, Method of Least Squares, Standard Error of Estimate, Prediction Intervals, Correlation Analysis	Week 3: Sessions 15&16
	Inference about Population Parameter using Regression and Correlation Analysis	Making Inference about Population Parameters, Using Regression and Correlation Analysis, Coefficients of Determination and Correlation, Making Inferences about Population Parameters	Week 3: Sessions 17&18
	Testing of Hypothesis (Non-Parametric Tests)	Introduction, The Sign Test, Rank Sum Tests: The Mann-Whitney U Test and the Kruskal-Wallis Test, One Sample Runs Test, Rank Correlation.	Week 3: Sessions 19-21

TEXT BOOK AND ADDITIONAL READING MATERIAL:

Anderson, D.R., Sweeney, D.J., Williams, T.A., Camm, J.D. & Cochran, J.J. (2015). *Statistics for Business and Economics*. (12 ed.). New Delhi: Cengage Pvt. Ltd.

ADDITIONAL READING MATERIAL:

1. Sharma, J.K. (2014). *Fundamentals of Business Statistics*. (2nd ed.). New Delhi: Vikas publishers.
2. Bajpai, N. (2013). *Business Statistics*. (2nd ed.). New Delhi: Pearson publishers.
3. Gupta, S.C. (2014). *Fundamentals of Statistics*. (7th ed.).Mumbai: Himalaya publishers.

TEACHING METHODOLOGY/ PEDAGOGY:

Class sessions comprise a mixture of lectures (includes use of audio-visuals), interactive discussions, case studies, case presentations and special problem solving sessions. Every teaching week will contain of two lessons, the first one outlines the application of consumer behavioural principles and theories to managerial/ marketing issues and concerns through lectures and interactive discussions, whereas the second one is devoted to presenting cases, discussing cases in addition to solving latest real life problems/ scenarios. The scholars will be given live projects to understand the concepts better.

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2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
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Academic Honesty

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OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

PART B: ADVANCED / ELECTIVE COURSES

ORGANIZATIONAL BEHAVIOUR & HUMAN RESOURCE AREA

DOCTOR OF PHILOSOPHY IN MANAGEMENT

HR16

ORGANIZATIONAL BEHAVIOUR FOR RESEARCH
COURSE OUTLINE
HUMAN RESOURCES ELECTIVE, 2018-2019

INSTRUCTOR DETAILS
NAME: Dr. UPASANA SINGH
E-Mail: upasanasingh@jklu.edu.in
OFFICE: Room# 221(2nd FLOOR, IM BLOCK)
OFFICE TEL: 0141-7107549

L-T-P: X-0-0
COURSE CREDIT: 3
SESSION DURATION : 90 MINUTES

COURSE DESCRIPTION:

The course is designed to help the students to understand that organizational effectiveness is more than the sum of the individual and group effectiveness. Through synergistic effects, organizations obtain higher levels of effectiveness than sum of their parts. Managerial process is inherently a human process-people relating to people which establishes the importance of understanding human behaviour in the workplace. The focus of this course is on the characteristics common to all organizations: the behaviour of individuals, groups and the processes that give viability to organizations

COURSE OBJECTIVES:

The course is intended to:

1. Analyze individual and group behaviour, and understand the implications of organizational behaviour on the process of management.

2. Identify different motivational theories and evaluate motivational strategies used in a variety of organizational settings.

3. Evaluate the appropriateness of various leadership styles and conflict management strategies used in organizations.

4. Describe and assess the basic design elements of organizational structure and evaluate their impact on employees.

5. Explain how organizational change and culture affect working relationships within organizations.

LEARNING OUTCOMES:

On completion of the course the students will have the ability to

1. Demonstrate a thorough knowledge and understanding of organisational behaviour.

2. Collaboratively and autonomously research, analyse and evaluate information from a wide variety of sources.

3. Apply relevant contemporary theories, concepts and models in order to analyse organisational environments, cases and issues.

4. Communicate their findings clearly and effectively using a variety of media.

COURSE OUTLINE (TENTATIVE SESSION PLAN):

Session No.	Topic
MODULE 1	
1	Introduction to Organizational Behavior
2	Globalization, Diversity and Ethics

3	Cognitive processes of individual behavior
4	Personality, Perception
5	Attitudes,
6	Motivation and its application
7	Case Analysis
MODULE 2	
8	Managing and Leading For High Performance: Debate and Discussion
9	Positive Organizational Behavior and Psychological Capital
10	Dynamics of Group behavior: Groups and Teams,
11	Communication,
12	Transactional Analysis, FIRO-B
13	Leadership, Power and Politics,.
14	Stress and Conflict
MODULE 3	
15	Organizational Structure and Design
15	Organizational Structure and Design
16	Learning Organizations
17	Organizational Culture
18	Change Management.
19-20	Presentation and submission of minor project

REFERENCE BOOK

1. Don Hellriegel and John W. Slocum,Jr.(2004). **Organizational Behavior.** India:Thompson
2. James L. Gibson. John M.Ivancevich (2006) **Organizations.** Singapore: McGraw- Hill
3. Jerald Greenberg and Robert A. Baron(2008). **Behavior in Organizations**. New Delhi: Pearson Prentice Hall

4. Luthans, Fred (2011). Organizational Behaviour: Evidence- Based Approach. Singapore: McGraw Hill.
5. Stephen P. Robbins & Timothy Judge (2010). **Essentials of Human Behavior.** New Delhi: Pearson Education

TEACHING METHODOLOGY/ PEDAGOGY:

The course will be mostly delivered through covered in the format of lecture method as students will be explained lectures, collaborative work, independent study, and problem-based learning. The pedagogical approach is adopted to develop problem solving skills, analytical skills, and debating for better orientation towards research. The students are expected to come prepared to the class with the case readings and other suggested readings given beforehand. Assignments and reading material will be put across through respective official email IDs.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
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6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
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Academic Honesty

'Plagiarism' in any form is not acceptable. Cheating during examinations or plagiarism in group work will result removal from the course with a failing grade. Punctuality and due attention is must in the classes.

OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

HR15

STRATEGIC HUMAN RESOURCE MANAGEMENT
COURSE OUTLINE
HUMAN RESOURCES ELECTIVE, 2018-2019

INSTRUCTOR'S DETAILS
NAME: DR. RICHA MISHRA
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OFFICE: ROOM# 228(IM BLOCK, 2ND FLOOR)
OFFICE TEL: 0141- 7107553

L-T-P : X-0-0
COURSE CREDIT: 3
SESSION DURATION : 90 MINUTES

COURSE DESCRIPTION:
The course aims at developing an understanding of how the human resource management function can become a strategic partner in organization and business management. It would help to learn to define the deliverables of a strategically aligned human resource function in organizations and give an exposure to research in the field of strategic human resource management practices. The course is divided into three modules.

COURSE OBJECTIVES:
1. Distinguish the strategic approach to human resources from the traditional functional approach.
2. Understand the relationship of HR strategy with overall corporate strategy.
3. Understand the strategic role of specific HR systems.
4. Appreciate SHRM in the context of changing forms of organisation.

LEARNING OUTCOMES:
By the end of this module you will be able to:
1. Explain the purpose of strategic planning in an organisation
2. Demonstrate the ability to explain the importance of people in the achievement of strategic change
3. Understand the key areas of human behaviour in sustained organisational performance.
4. Consider the changing nature of human resource management (e.g. outsourcing, issues around the future of nature of work)

COURSE OUTLINE (TENTATIVE SESSION PLAN)

<table>
<tr><td colspan="2">MODULE I

(Session 1-7)</td></tr>
<tr><td>Topics to be covered in the course</td><td>Readings</td></tr>
<tr><td>1. Course Introduction
2. Understanding the Human Resource Management Function.
3. Understanding the Human Resource Management Roles.
4. Strategy and Human Resource Management.
5. Strategic Human Resource Management
6. OrganizationEnvironments, Organizational Effectiveness
7. Work Design.</td><td>Huselid, M. ‘The impact of human resource management practices on turnover,

productivity, and corporate financial performance’, Academy of Management

Journal 38(3) 1995, pp.645–70</td></tr>
<tr><td colspan="2">MODULE II

(Session 8-14)</td></tr>
<tr><td>1. Building Organizational Capability through People.
2. Strategic Performance Management.
3. Aligning Compensation Strategy and Business Strategy..
4. Strategic Compensation Designs.
5. Employee Relationship Management.
6. HR Systems and Organization Performance.
7. Discussion on Term Paper and MRP Topics</td><td>Boxall, P. (2012). High-performance work systems: what, why, how and for whom?. Asia Pacific Journal of Human Resources, 50(2), 169-186.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

MODULE III **(Session 15-21)**	
1. Human Resource Strategy for a Competitive Advantage, 2. Human Resource Strategy in the Global Economy, 3. Human Resource Strategy for the Service Sector, 4. Human Resource Strategy in the Knowledge Society, 5. Monitoring Performance of the HRM Function, 6. Measuring the performance of HRM. 7. Discussion on term paper and MRP Results And Analysis	Milmore, M., Philip, L., Saunders, M., Thornhil, A., & Morrow, T. (2007). *Strategic Human Resource Management: Contemporary Issues*. London:Prentice Hall

REFERENCE BOOKS:

1. Tanuja,A.,(2013), Strategic Human Resource Management, Oxford University Press ,New Delhi.
2. Armstrong Michael and Baron Angel (2005), Handbook of Strategic Human Resource Management : The Key to Improved Business Performance, Mumbai: Jaico Publishing House
3. Boxall Peter & Purcell John (2 ed.) (2008), Strategy and Human Resource Management, New York :Palgrave Macmillan.
4. Hall Richard H. (1999), Organisations – Structures, Processes and Outcomes, 7th Edition, New Delhi: Pearson Education Asia .
5. Hatch Mary Jo & Cunliffe Ann L. (2006), Organization Theory – modern, symbolic and post-modern perspectives, 2nd Edition, Mumbai: Oxford University Press.

ADDITIONAL READING LIST

1. Boxall, P., & Purcell, J. (2000). Strategic human resource management: where have we come from and where should we be going?. *International Journal of Management Reviews*, *2*(2), 183-203.
2. Crawshaw, J. R., Budhwar, P., & Davis, A. (2014). Human Resource Management: Strategic and International Perspectives. London: Sage.
3. Guest, D. E. (2011). Human resource management and performance: still searching for some answers. *Human Resource Management Journal*, *21*(1), 3-13.
4. Legge, K. (2005). Human Resource Management: Rhetorics and Realities. (Anniversary Edition). Basingstoke: Palgrave Macmillan.

COURSE PEDAGOGY:

The method of teaching and training would be through

- Lectures/Videos
- Assignments
- Case discussion & analysis

INDIVIDUAL ASSIGNMENTS

In this module, students' initial individual assignment will focus on a readiness skill in academic writing. The assignment enables to practice paraphrasing the work of others; a skill necessary as student work will increasingly rely on outside research and analysis. Two additional assignments will incorporate not only the academic writing skills, but also allow student to synthesise and apply the key strategic concepts explored throughout the module.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
3. Student presentations would be allotted on a selected Topic / Problem / Theme related with the subject, before presenting in the class gather relevant data, analyze and interpret the same in a systematic and scientific manner.
4. Although individual assignments and presentations will be allotted to students but few assignments and presentation could be allotted in group, wherein individual participation is essential for learning and assessment purpose.
5. Assignments are to be submitted on the due dates only and it must be based on student's own ideas and works. Plagiarism will not be tolerated.
6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
7. Students are required to put their mobile phones on switched off or on airplane mode. Usage of mobile in the class is strictly prohibited.

The above mentioned guidelines are required to be follow strictly, failing to which adversely impact your learning as well your grade.

Academic Honesty

'Plagiarism' in any form is not acceptable. Cheating during examinations or plagiarism in group work will result removal from the course with a failing grade. Punctuality and due attention is must in the classes.

OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	**Percentage**	**Efforts Category**
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

MARKETING AREA

DOCTOR OF PHILOSOPHY IN MANAGEMENT

MK12

CONSUMER BEHAVIOUR FOR RESEARCH
COURSE OUTLINE
MARKETING ELECTIVE, 2018-2019

INSTRUCTOR DETAILS
NAME: Dr. Ganesh Dash
E-Mail: ganeshdash@jklu.edu.in
OFFICE: Room# 226(2nd FLOOR, IM BLOCK)
OFFICE TEL: 0141-7107554

L-T-P: X-0-0
COURSE CREDITS : 3

SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:
Consumer behavior is one of the most interesting and important aspects of marketing management. Virtually all decisions involved in developing an effective marketing mix for a product or service rely on thorough knowledge of the consumers who comprise the target market. Understanding the behavior of the consumer can help marketers anticipate reactions to changes in the marketing mix, or determine whether new products are likely to be adopted. Consumer behavior is also closely related to marketing research. A practical understanding of the consumer can aid in the selection of an appropriate research methodology, question design and selection, as well as in interpreting consumer responses to such questions. In this course we will directly examine the available theory and research concerning the behavior of the consumer in order to understand its most basic principles.

The majority of the course will focus on the consumer as an information processor of one sort or another. We will examine the motivational and perceptual factors upon which buyer behavior is built, as well as look at more complex processes such as persuasion, attitude judgment, and decision-making. In practical terms, we will address the following questions: What kinds of marketing stimuli do consumers notice? How can we get them to notice our marketing messages? What motivates consumers? What do consumers value? What elements can we include in our marketing mix to motivate consumers to learn more about our product or to buy it? What kinds of information are consumers good at remembering? How can we aid consumer memory for our brand name and product features? What makes consumers evaluate products as good or bad, and how can we persuade them that our product is good? How can we get consumers to choose our product over competitors? What features do consumers care about, and how does this influence their decision? What are the main things that determine whether consumers are satisfied with a product or not? The scholars are expected to contribute their own understanding of consumer behavior that can be incorporated in the syllabus.

COURSE OBJECTIVES:

To enable the scholars

- To get familiarized with behavioral aspects of Consumer.
- To develop sound knowledge of various determinants of consumer behavior and buying process.
- To help participants understand the internal forces, external influences and processes that go on to affect consumer behavior, the challenges generated for the marketers and the strategies which could be implemented.

COURSE LEARNING OUTCOMES:

Upon completion of the course, scholars are expected to be able to:

- Appreciate the value of consumer behaviour in determining successful marketing strategies.
- Review recent conceptual, empirical, and methodological developments in research on consumer behaviour.
- Provide a coherent framework for interpreting consumer reactions to marketing stimuli.
- Provide experience in applying behavioural principles to the analysis of marketing problems and the design of marketing strategy.

COURSE OUTLINE (TENTATIVE SESSION PLAN):

Session No.	Topic	Readings	
MODULE 1			
1	Introduction:	TB	Ch-1
2-3	Defining Consumer Behavior Reasons For Studying Consumer Behavior	TB	Ch-1
4-5	Understanding Consumer and Market Segments *Case-1*	TB	Ch-2
MODULE 2			
6-7	Consumer Motivation	TB	Ch-3
8-9	Personality and Consumer Behaviour, Traits	TB	Ch-3
10	Consumer perception	TB	Ch-4
11-12	Theories of Consumer Learning	TB	Ch-5
13-14	Consumer Attitude Formation and Change *Case-2*	TB	Ch-6

15	Consumer Decision Making Process.	TB	Ch-10
MODULE 3			
16	Culture, Subcultures	TB	Ch-11
17	Social Class	TB	Ch-10
18	Reference Group and Family Influences *Case-3*	TB	Ch-9
19	Personal Influences and Diffusion of Innovation	TB	Ch-13
20	Recapitulation		

List of Cases:

The case studies will be selected according to the global trends at the time of the scheduled sessions. For case studies, please go through the books mentioned in this session plan.
Case 1**:** Porshe, TB pp: 56
Case 2: Procter & Gamble, TB pp: 200
Case 3: Keystone Light/ MillerCoors, TB pp: 275

TEXT BOOK:

- Schiffman, L.G., Wisenblit, J., & Kumar, R. S. (2015). ***Consumer Behavior***. New Delhi: Pearson Education.

ADDITIONAL READING MATERIALS:

1. Blackwell, R., Miniad, P. W., Engel, J. F., (2008). ***Consumer Behavior***. New Delhi, Cengage Learning.
2. Evans, M., Foxall, G., & Jamal, A. (2009). ***Consumer Behavior***. New Delhi: Wiley Indian Edition.
3. Hawkins, D. I., Motherbaugh, D. L., & Mookerjee, A. (2014). ***Consumer Behavior: Building Marketing Strategy***. New Delhi: McGraw-Hill Education.
4. Kapoor, R. (2012). ***Consumer Behaviour: Text and Cases***. New Delhi: McGraw Hill Education.
5. Krishna, R. (2014). ***Consumer Behaviour***. New Delhi, Oxford University Press.

TEACHING METHODOLOGY/ PEDAGOGY:

Class sessions comprise a mixture of lectures (includes use of audio-visuals), interactive discussions, case studies, case presentations and special problem solving sessions. Every teaching week will contain of two lessons, the first one outlines the application of consumer behavioural principles and theories to managerial/ marketing issues and concerns through lectures and interactive discussions, whereas the second one is devoted to presenting cases, discussing cases in addition to solving latest real life problems/ scenarios. The scholars will be given live projects to understand the concepts better.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
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4. Although individual assignments and presentations will be allotted to students but few assignments and presentation could be allotted in group, wherein individual participation is essential for learning and assessment purpose.
5. Assignments are to be submitted on the due dates only and it must be based on student's own ideas and works. Plagiarism will not be tolerated.
6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
7. Students are required to put their mobile phones on switched off or on airplane mode. Usage of mobile in the class is strictly prohibited.

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Academic Honesty

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OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	40%	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	20%	Individual
Term Paper	40%	Individual
Grand Total:	100%	

Grading: Grading system will be followed as per the University norms.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

MK13

INTEGRATED MARKETING COMMUNICATION FOR RESEARCH

COURSE OUTLINE
MARKETING ELECTIVE, 2017-2018

INSTRUCTOR DETAILS

NAME: DR. PUNAM MISHRA

EMAIL: punammishra@jklu.edu.in

OFFICE: ROOM NO. 218 (2^{nd} FLOOR IM BLOCK, JKLU)

OFFICE TEL: 0141- 7107545

L-T-P : X-0-0
COURSE CREDITS : 3

SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

Communication is a key skill for anyone involved in any aspect of marketing, not to mention almost every other aspect of business. The average person thinks of marketing communications as advertisements. This popular, narrow conception of marketing is not surprising given that these are the most common marketing activities with which the average person has direct experience. The scope of this course, however, will reflect the full breadth of the integrated marketing communications discipline. This course is intended to provide an overview and some experience with the creation and analyses of promotional strategies. This course is designed to be valuable to students who desire to work specifically in the communications field, in a broader marketing role or pursue their doctoral in marketing management.

COURSE OBJECTIVES:

- To understand the components & considerations involved in marketing communications strategy decisions

- To understand the customer's perspective, including information processing and how marketing communications can influence this process
- To understand the individual elements of the marketing communications mix & how they are combined into an integrated promotional campaign
- Be able to demonstrate strong research, analytical and strategic decision-making skills for an integrated promotional campaign

LEARNING OUTCOMES:

By the end of the course the student would be able to:

- Recognize the importance of integration and analytics in the marketing communication process
- Emphasize the stature and importance of IMC as it is practiced against a backdrop of ever-changing social, economic and competitive developments in local, regional, national and global markets
- Apply IMC principles and practices to develop a comprehensive IMC plan for a brand.
- Evaluate the methods marketers can use to evaluate the effectiveness of an IMC campaign.
- Introduce, practice and manage integrated marketing communication and analytics in their organizations.

COURSE OUTLINE (TENTATIVE SESSION PLAN):

Session No.	Topic/s	Readings
	Module 1	
1-2	Integrated Marketing Communications- Objectives, Components and Effectiveness of Communication Process	1. Hutton, J. G. (1996). Integrated Marketing Communications and the Evolution of Marketing Thought. *Journal of Business Research,* 37, 155-62. 2. Liodice, B. (2008). Essentials for Integrated Marketing. *Advertising Age*, 79 (23), 26.
3-4	Integrated Marketing Communication (IMC) Components (Promotion Mix), IMC Planning Process	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education.: Chapter 1 2. Goodall, S. (March, 2011). How

		to Connect with the Heart and Mind of the Male Shopper. Advertising Age.
5-6	Communication Objectives and Budgeting.	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter -7 2. Blair, M. H. (2000). An Empirical Investigation of Advertising Wearin and Wearout. Journal of Advertising Research, 40 (6), 95-100
7	**Revision Session and Quiz**	Session no. 1-6
Module 2		
8-9	Advertising Management: Meaning, Nature and Scope of Advertising, Role of Advertising in Promotion Mix, Various Participants in IMC Process-Role of Advertising Agencies	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter- 3 2. Clow, K. E., & Baack, D. E. (2015). *Integrated Advertising, Promotion and Marketing Communications.* Noida, U.P.: Pearson Education: Chapter- 5
10-11	Analysis of Consumer Behavior, Segmentation, Targeting and Positioning Strategies	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter – 4 2. "The Domestication of Man: More Men Taking on Cleaning Chores", Marketing Research Review, August 11, Article 20110826-3.

12-13	Message Strategies- Creative Strategy Planning, Development and Implementation	Clow, K. E., & Baack, D. E. (2015). *Integrated Advertising, Promotion and Marketing Communications.* Noida, U.P.: Pearson Education: Chapter- 6-7, **Case Study:** Peerless Marketing (Pg. No. 217), and **Case Study**: Black-eyed Marketing (pg. no. 218-219)
14	**Revision Session and Student's Presentations**	Session no. 8-13
	Module 3	
15-16	Media Strategies- Planning and Implementation, Evaluating Effectiveness of Advertising.	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter – 10 2. Clow, K. E., & Baack, D. E. (2015). *Integrated Advertising, Promotion and Marketing Communications.* Noida, U.P.: Pearson Education: Chapter- 14 3. Jeck Neff, 'Future of Advertising? Print, TV, Online Ads', *Advertising Age*, June 1, 2009.
17-18	Ethical and Social Issues in Advertising; Role of Promotional Tools in Marketing Communication, Role of Support Media	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter – 13 and 21 2. Sandra O'Loughhlin and Steve miller, 'Marketers Struggle with

		the Dark Side', *Brand week*, February 19, 2007, pp. 4-5
19-20	Personal Selling, Direct and Interactive Marketing, Events and Experiences, Internet Marketing, Ethical, Social and Legal Issues In Marketing.	1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education: Chapter – 14 to 17 2. Jonah Bloom, 'The Cultural Gulf that Separates Marketing and PR', Advertising Age, March 11, 2007.
21	**Revision Session and Student's Presentations**	Session no. 15-20

ADDITIONAL READING MATERIAL:

Books:

1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education.
2. Chunawalla, S. A. & Sethia, K. C. (2010). *Foundations of Advertising- Theory & Practice.* New Delhi: Himalaya Publishing House.
3. Clow, K. E., & Baack, D. E. (2015). *Integrated Advertising, Promotion and Marketing Communications.* Noida, U.P.: Pearson Education
4. Ryan, D. & Jones, C. (2012). *Understanding Digital Marketing.* USA: Kogan page.
5. Shah, K., & D'Souza, A. (2014). *Advertising & Promotions: An IMC perspective.* New Delhi: McGraw Hill Education.

Journals:

1. Almquist, E. & Wyner, G. (2001), "Boost Your Marketing ROI with Experimental Design," *Harvard Business Review*, 79(9), 5-11.
2. Keller, K. L. (2009), "Building Strong Brands in a Modern Marketing Communications Environment," *Journal of Marketing Communications*, 15 (2-3), 139-155
3. 3. McCracken, G. (1989), "Who is the Celebrity Endorser? Cultural Foundations of the Endorsement Process," *Journal of Consumer Research*, 16(3), 310-321.
4. Shavitt, S., Johnson, T. P., & Zhang, J. (In press) "Horizontal and Vertical Cultural Differences in the Content of Advertising appeals", *Journal of International Consumer Marketing*. Click "Horizontal and vertical cultural differences in the content of advertising appeals" *at http://business.illinois.edu/shavitt/publications.htm*

TEACHING METHODOLOGY/ PEDAGOGY:

The scope of the course involves understanding fundamental concepts and principles of Integrated Marketing Communication by applying working knowledge and analytical skills to design suitable communication plans. The course sessions will include:

(i) lectures ,
(ii) A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources),
(iii) written and oral classroom exercises applying course concepts,
(iv) small group and classroom discussions,
(v) case studies,
(vi) student presentations of individual and group assignments based on course units, emphasis on engaging students in learning by doing.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

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6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
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Academic Honesty

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OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

FINANCE AREA

DOCTOR OF PHILOSOPHY IN MANAGEMENT

FN12

FINANCIAL RISK MANAGEMENT
COURSE OUTLINE
FINANCE ELECTIVE, 2018-2019

INSTRUCTOR DETAILS
NAME: Dr. VINAY ASTHANA
E-Mail: vinayasthana@jklu.edu.in
OFFICE: Room No. 210 (2nd FLOOR, IM BLOCK)
OFFICE TEL: 0141-7107539

~~L-T-P~~ : X-0-0
COURSE CREDITS: 3
SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

Financial Risk Management is an elective course for PhD students of Finance area. It is designed is to help students acquire expert-level knowledge of principles and practices of risk management in financial services. Topics covered in this course have both theoretical and practical significance because risk management is a central theme of financial management. An understanding of these concepts is essential for analyzing a wide range of topics. It is expected to be a pre-requisite for research work on problems of financial risk management.

COURSE OBJECTIVES:

The course aims to achieve the following objectives:

- To help doctoral students acquire expert level knowledge of the principles and practices of risk management
- To highlight the key issues in financial risk management
- To give a brief overview of the prominent research problems in financial risk management

LEARNING OUTCOMES:

After completion of the course, the student will be able to

- Demonstrate expert-level knowledge of financial risk management
- Design risk management strategies using financial derivatives
- Describe the key issues and research problems in financial risk management

COURSE OUTLINE (TENTATIVE SESSION PLAN):

MODULE I

Session No.	Topic	Readings	
1-2	Uncertainty and risk	Notes Research papers	
3-4	Value at risk	Text book Research papers	Ch. 18
5-6	Approaches to risk management	Notes and cases Research papers	

MODULE II

Session No.	Topic	Readings	
1-2	Mechanics of derivatives markets	Text book Research papers	Ch. 1
3-4	Futures: mechanics and risk management	Text book Research papers	Ch. 2, 5
5-6	Options: mechanics and risk management	Text book Research papers	Ch. 8, 9

MODULE III

Session No.	Topic	Readings	
1-2	Investment strategies	Text book Research papers	Ch. 3, 10
3-4	Swaps	Text book Research papers	Ch. 7
5-6	Credit derivatives	Text book Research papers	Ch. 21

TEXT BOOK:

John .C. Hull. (2014). *Options and Futures*. New Delhi: Pearson Publication Ltd.

ADDITIONAL READING MATERIAL:

1. Kolb, Robert W. (2014), *Understanding Options*, John Wiley & Sons Inc.
2. Sundaram Janakiraman. (2011). *Derivatives and Risk Management*. New Delhi: Pearson Publication Ltd

TEACHING METHODOLOGY/ PEDAGOGY:

To ensure that the students are able to understand and apply the concepts, the teaching methodology of the course is based on a mix of lectures, research papers, debates, and project work.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

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6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
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Academic Honesty

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OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	**Percentage**	**Efforts Category**
Continuous Assessment	**40**%	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

DOCTOR OF PHILOSOPHY IN MANAGEMENT
FN12

DYNAMICS OF FINANCIAL PLANNING

COURSE OUTLINE
FINANCE ELECTIVE, 2018-2019

INSTRUCTOR DETAILS

NAME: DR. KAPIL ARORA

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OFFICE: ROOM NO. 212 (IM BLOCK, 2nd FLOOR)

OFFICE TEL: 0141- 7107541

L-T-P : X-0-0
COURSE CREDITS : 3

SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

Financial Planning is process of framing objectives, policies, procedures, programmes and budgets regarding the financial activities of a concern or a person. This ensures effective and adequate financial and investment policies. This course helps in developing an insight in the new age financial planning process both at organizational and personal finance level. Financial Planning helps in ensuring a reasonable balance between outflow and inflow of funds so that stability is maintained. It ensures that the suppliers of funds are easily investing in companies which exercise financial planning. Financial Planning helps in reducing the uncertainties which can be a hindrance to growth of the company or own funds. This helps in ensuring stability and profitability.

COURSE OBJECTIVES:

The objectives of this course on financial planning are:

- To make the students aware of the various ways by which companies can use taxation and tax planning besides financial instruments for financial planning, and
- To make them understand how the personal financial planning works.

LEARNING OUTCOMES:

By the end of the course the student would be able to:

- Recognize the importance of financial planning for business concern,
- Understand various tools and techniques of financial planning at the corporate level, and
- Evaluate the methods and applications in personal financial planning

COURSE OUTLINE (TENTATIVE SESSION PLAN):

Session No.	Topic/s	Readings
	Module 1	
1-2	Planning Process: Introduction to the Financial Planning Process, Life Cycle Planning, Personal Financial Statements and Budgeting, Emergency Fund Planning,	NISM & FPCIL Handbook
3-4	Credit and Debt Management, Buying vs. Leasing,	NISM & FPCIL Handbook
5-6	Financial Planning for Various Business Entities	NISM & FPCIL Handbook
7	Revision Session and Quiz	Session no. 1-6
	Module 2	
8-9	Legal Environment of Financial Planning: Business Law, Function, Purpose and Regulation of Financial Institutions, Financial Services Industry Regulation Requirements,	NISM & FPCIL Handbook

10-11	Investments : Introduction to Fixed Income Securities, Formula Investing and Investment Strategies, Asset allocation and portfolio diversification, Efficient Market Theory (EMT),	NISM & FPCIL Handbook
12-13	Tax consequences of Sale of Assets, Tax compliance, Alternative Minimum Tax (AMT),	NISM & FPCIL Handbook
14	Revision Session and Student's Presentations	Session no. 8-13
Module 3		
15-16	Personal Financial Planning: Retirement Planning and Employee Benefits : Retirement needs analysis, Social Security , Medicare, Types of retirement plans, Regulatory considerations, Plan selection for businesses, Investment considerations for retirement plans, Distribution rules, alternatives and taxation, Employee benefit plans, Employee stock options,	NISM & FPCIL Handbook
17-18	Estate Planning : Methods of property transfer at death, Estate planning documents, Gifting strategies, Gift taxation and compliance, Satisfying liquidity needs, Powers of appointment,	NISM & FPCIL Handbook
19-20	Behavioural Finance, Inflationary considerations on investment strategy.	NISM & FPCIL Handbook
21	Revision Session and Student's Presentations	Session no. 15-20

READING MATERIAL:

1. NISM and FPCIL (2011). Certified Personal Financial Advisor's Workbook. Mumbai: NISM & FPCILSinha, M. (2008). Financial Planning : A Ready to Reckoner. New Delhi: McGraw Hill Education
2. Beniwal, H. (2013). Financial Life Planning: Solve Your Biggest puzzle. New Delhi: Network 18 Publications
3. Chauhan, M. (2013). 16 Personal Finance Principles Every Investor Should Know. New Delhi: Network 18 Publications

TEACHING METHODOLOGY/ PEDAGOGY:

The course will be covered within 20 sessions includes Class room lecture, Practical exercises & Case analysis & discussion. The students will be given practical assignments (individually) for hands on practice and submission, and case studies in (Groups) for presentation.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
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Academic Honesty

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OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40%**	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

OPERATIONS AREA

DOCTOR OF PHILOSOPHY IN MANAGEMENT

OM11

SERVICE OPERATIONS MANAGEMENT FOR RESEARCH

COURSE OUTLINE

OPERATIONS ELECTIVE, 2018-2019

INSTRUCTOR DETAILS
NAME: DR. ANUPAM SAXENA
E-MAIL: anupamsaxena@jklu.edu.in
OFFICE: ROOM NO. 220(IM BLOCK, 2nd FLOOR)
OFFICE TEL: 0141- 7107548

L-T-P: X-0-0
COURSE CREDITS : 3

SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

This course explores the dimensions of successful service firms. Outstanding service organizations are managed differently than their "merely good" competitors. Actions are based on totally different assumptions about the way success is achieved. The results show not only in terms of conventional measures of performance but also in the enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage.

This course will study service management from an integrated viewpoint with a focus on customer satisfaction. The study material will integrate operations, marketing, strategy, information technology and organizational issues from research perspective.

COURSE OBJECTIVES:

(1) To study the concepts of SOM and understand the operational issues for successful services provided by the firms thereby setting a benchmark for future management practices

(2) To develop an understanding of the "state of the art" concept in service management

(3) To appreciate the significance of service in an organization to achieve internal and external customer satisfaction

(4) To understand the interdisciplinary nature of service for growth and expansion both domestically and internationally

LEARNING OUTCOMES:

1. To develop an understanding of various research designs and techniques involved in management & operations of service for organizations
2. To be acquainted with the latest trends and an insight in the new age service operations processes both in manufacturing and service firms
3. Doctoral students should understand various challenges of service operations management, generated during effective service delivery and strategies
4. Doctoral students should be able to critically review the published materials related to service operations management

TENTATIVE SESSION PLAN:

Module 1	**The nature of Service**	Service Classification, Service package and distinctive characteristics of service operations	Week 1: Sessions 1&2
	Service Strategy	Understanding Concepts, Constructs, Variables, and Definitions	Week 1: Sessions 3&4
	The Service delivery system	Service blueprinting, Strategic positioning through process structure, Generic approaches to service system design	Week 1: Sessions 5-7
Module 2	**The Supporting facility**	Design, Layout, Process flowcharting, Walk Through-Audit	Week 2: Sessions 8 & 9
	The Service	Service encounter triad- Encounter	Week 2: Sessions

	encounter	Dominated by the Service Organization, Contact Personnel-Dominated Encounter, Customer-Dominated Encounter, Service profit chain	10-12
	Service facility location	Location considerations, facility location techniques, breaking the rules- competitive clustering, saturation marketing, intermediaries, transportation.	Week 2: Sessions 13 & 14
Module 3	**Service quality**	Defining & measuring service quality-SERVQUAL, Quality service by design, Taguchi methods, Poka Yoke, Quality function deployment; Achieving service quality- Cost of quality, Tools for achieving service quality; Programs for service quality assurance- zero defects, Deming's 14 point program, Malcolm Baldrige quality award	Week 3: Sessions 15 - 17
	Managing queues	Queuing systems, Psychology of waiting, Economics of waiting, Essential features of queuing systems, standard M/M/1 model	Week 3: Session 18
	Productivity and quality improvement	Making continual improvement a competitive strategy, Data envelopment analysis: measuring service productivity, The DEA model-definition of variables, objective function, constraints, DEA and strategic planning.	Week 3: Sessions 19-21

Research Papers

- Chun, H. L., Chu, C.W., & Yueh, H. L. (2008) Revisit service classification to construct a customer-oriented integrative service model, *International Journal of Service Industry Management, 19 (5), 639 – 661.*
- Chris ,V., Helen, P. , Rui, S. , Lars, W., & Nancy,V.W. (2016) Reflections on context in service research , *Journal of Service Management, 27 (1),30 – 36*
- Chiara, O. , Jens, H.,& Andrea, O. (2016). Building on the past: advancing theory in services through meta-analysis, *Journal of Service Management, 27(1).37 – 42*
- Kiane,G.,Sylvie, L.,& Chiara,O. (2015). Crossing boundaries in service research: the La Londe Service Conference, *Journal of Service Management, 26 (5)*
- Magnus, S., & Sara, R., (2008). Revisiting the smiling service worker and customer satisfaction, *International Journal of Service Industry Management, 19 (5), pp.552 – 574*

- Yoonjung, A., Sungjoo, L.,& Yongtae, P, (2008). Development of an integrated product service roadmap with QFD: A case study on mobile communications, *International Journal of Service Industry Management, 19 (5), 621 – 638.*

TEACHING METHODOLOGY/ PEDAGOGY:

The method of teaching and training would be through lectures, power point presentations, presentations by the students, assignments and class tests.

CLASS CONDUCTING POLICY, ACADEMIC INTEGRITY AND REGULATIONS:

In addition to completing the scheduled activities on time for the on-campus sessions, students are expected to follow below mentioned guidelines:

1. Students must attend 75% of the total classes conducted for the course in the semester.
2. Students must be present on time in the class as per the scheduled time table. No student would be allowed after 5 minutes from the commencement of the class.
3. Student presentations would be allotted on a selected Topic / Problem / Theme related with the subject, before presenting in the class gather relevant data, analyze and interpret the same in a systematic and scientific manner.
4. Although individual assignments and presentations will be allotted to students but few assignments and presentation could be allotted in group, wherein individual participation is essential for learning and assessment purpose.
5. Assignments are to be submitted on the due dates only and it must be based on student's own ideas and works. Plagiarism will not be tolerated.
6. Case studies would be provided well in advance therefore advance reading is required for the same, read the case carefully before class discussion.
7. Students are required to put their mobile phones on switched off or on airplane mode. Usage of mobile in the class is strictly prohibited.

The above mentioned guidelines are required to be follow strictly, failing to which adversely impact your learning as well your grade.

Academic Honesty

'Plagiarism' in any form is not acceptable. Cheating during examinations or plagiarism in group work will result removal from the course with a failing grade. Punctuality and due attention is must in the classes.

OUTCOME ASSESSMENT AND GRADING:

The criteria that will be applied to assess the learning outcomes of this course:

Assessment Criteria	Percentage	Efforts Category
Continuous Assessment	**40**%	Individual
Presentation	20%	
Quiz and Assignments	20%	
Minor Project	**20%**	Individual
Term Paper	**40%**	Individual
Grand Total:	**100%**	

Grading: Grading system will be followed as per the University norms.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

OM12

SUPPLY CHAIN MANAGEMENT

COURSE OUTLINE

OPERATIONS ELECTIVE, 2018-2019

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SESSION DURATION: 90 MINUTES

COURSE DESCRIPTION:

This course explores the interdisciplinary dimensions of supply chain management and strategic importance of good supply chain design, planning and operations in the economic development of a nation. Understanding how good supply chain management can be a competitive advantage, whereas weakness in supply chains at various levels can damage the performance of a firm and affect the economy. Within the strategic framework of SCM the course identifies facilities, inventory, transportation, information, sourcing and pricing as the key drivers of supply chain performance.

COURSE OBJECTIVES:

1. The major objective of this course is to prepare doctoral students for the dynamics of SCM and creatively think about solving the various supply chain issues through strong research based solutions in their dissertation
2. To convey how various drivers like facilities, inventory, transportation, information etc. may be used on conceptual & practical level during supply chain planning & operations
3. The course aims to provide students with understanding of research based techniques and concepts that may be used to improve supply chain performance

LEARNING OUTCOMES:

1. The students should develop a solid understanding of analytical & methodological tools essential for solving SCM issues
2. The students should develop a research oriented understanding of major issues, risks and interrelationship of them for better Supply chain performance
3. To help doctoral students understand various aspects of supply chain management & challenges generated during effective management of supply chains

TENTATIVE SESSION PLAN:

Module 1	**Introduction & Supply Chain Performance measures**	What is Supply Chain Management – Global Optimization –Key Issues in Supply Chain Management, Achieving Strategic Fit	Week 1: Sessions 1-4
	Logistics Network Configuration	Data Collection, Data Aggregation, Transportation Rates, Mileage Estimation Warehouse Costs, Warehouse Capacities, Potential Warehouse Locations, Service Level Requirements, Future Demand, Model and Data Validation	Week 1: Sessions 5-7
Module 2	**Inventory Management and Risk Pooling**	Single Warehouse Inventory, The Economic Lot Size Model, The Effect of Demand Uncertainty, Supply Contracts, Multiple Order Opportunities, Continuous Review Policy, Variable Lead Times, Periodic Review Policy – Risk Pooling	Week 2: Sessions 8-10
	The Value of Information	The Bullwhip Effect – Quantifying the Bullwhip Effect – Methods for Coping with the Bullwhip Effect, Information and Supply Chain Trade-offs	Week 2: Sessions 11-14
Module 3	**Supply Chain Integration**	Push, Pull and Push-Pull Systems, The Impact of the Internet on Supply Chain Strategies, Distribution Strategies	Week 3: Sessions 15-16
	Shipment	Direct Shipment, Cross-Docking Transshipment,	Week 3: Sessions 17-18

		Centralized Versus Decentralized Control, Central Versus Local Facilities.	
	International Issues in Supply Chain Management	Global Market Forces, Technological Forces, Global Cost Forces, Political and Economic Forces, Risks and Advantages of International Supply Chains – Issues in Global Supply chain	Week 3: Sessions 19-21

RESEARCH PAPERS:

- Stefan, S. (2013). A review of modeling approaches for sustainable supply chain management. *Decision Support Systems*, 54 (4), 1513–1520.
- Matthew, A. W., & Stanley, E. F. (2013). Data Science, Predictive Analytics, and Big Data: A Revolution That Will Transform Supply Chain Design and Management. J*ournal of Business Logistics, 32(4), 77-84.*
- Lambert, M.D., & Cooper, M.C. (2000). Issues in Supply Chain Management. *Industrial Marketing Management*, 29(1), 65–83.
- Srivastava, S.K., & Bansal, S. (2013). Measuring and Comparing Volume Flexibility across Indian Firms. *International Journal of Business Performance Management,* 14(1), 38-51.
- Srivastava, S.K. (2012). Managerial Implications from Indian Case Studies on e-Reverse Auctions. *Business Process Management Journal,* 18(3), 513-531
- Laeequddin, M., Sahay, B.S., & Sahay. (2011). Supply Chain Partner's Perceptions of Trust and Risk- the Perspectives of UAE Printing and Packaging Industry. *International Journal of Information System & Supply Chain Management* (IGI-Global), Vol. 4, Iss.1, pp. 60-76.

TEACHING METHODOLOGY/ PEDAGOGY:

Class sessions comprise a mixture of lectures (includes use of audio-visuals), interactive discussions, case studies, case presentations and special problem solving sessions. Every teaching week will contain of two lessons, the first one outlines the application of consumer behavioural principles and theories to managerial/ marketing issues and concerns through lectures and interactive discussions, whereas the second one is devoted to presenting cases, discussing cases in addition to solving latest real life problems/ scenarios. The scholars will be given live projects to understand the concepts better.

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