

**JAIPURIA INSTITUTE OF MANAGEMENT NOIDA**

**Program: PGDM-SM**

# 1. Course Information

|  |  |
| --- | --- |
| Course Code and title | Applied Managerial  Communication (AMC 301) |
| Credits | 3 |
| Term and Year | III Term, 2020 -21 |
| Course Pre-requisite(s) | Basic Communication Skills |
| Course Requirement(s) | (Term I & II Courses of Business  Communication Area) |
| Course Schedule (day and time of class) | As notified in time table |
| Classroom # (Location) |  |
| Course Instructor |  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) |  |
| Student Consultation Hours |  |
| Office location |  |

# 2. Course Overview

The course recognizes that challenges exist for creating and implementing effective communication both inside organizations (between individuals and groups) and outside organizations (with markets, partners, and influential third parties).

Individuals within organizations continue to experience change in their relationships with their own colleagues and with people in other organizations. Technology has an increasingly significant impact on the content and methods of organizational communications, particularly at the managerial levels.

Managers' roles are evolving into emphasizing negotiation, coaching, collaboration, and consensus building. Managerial communicators have to rely on situational analysis and planning in order to achieve ongoing effectiveness in communication.

This course would introduce key concepts of communication theory, strategy, and implementation within organizational settings helping the learners’ develop required skills to apply those in realistic situations.

|  |  |  |
| --- | --- | --- |
| We want the students to  LEARN | The course will PREPARE them to | They will BECOME |
| How to apply the concepts of workplace communication to managerial situations | Effectively handle interpersonal conflicts and build cordial relationships | Balanced networking professionals |

# 3. Course Outcomes

At the end of the course the learners will be able to:

PO1: Communicate effectively and display good inter-personal skills.

CO 1: Apply communication tools to resolve conflicts in groups (APPLYING) (PO1) CO 2: Formulate cordial and strategic relations in various business settings with traditional and technological communication tools/techniques. (CREATING) (PO1) CO 3: Develop sensitivity to cross-cultural communication. (APPLYING) (PO1)

**4. Topics under Beyond Classroom Learning:**

Topics mentioned hereunder needs to be covered as part of independent learning by students, and therefore it is advisable that students read these topics from various sources. It is also advisable that students maintain notes on these topics for recall, retention, and summarization of ideas. It is strongly advisable that students must form ‘study circle’ and meet periodically for discussion and peer learning.

Project Earn Goodwill is beyond the Campus project wherein the students communicate with NGOs and Corporate various times to complete the project.

# 5. Course Learning Outcomes – KSA Framework

***Knowledge (Theoretical)***

***Knowledge (Application)***

CO 1: Apply communication tools to resolve conflicts in groups

***Skill***

CO 2: Formulate cordial and strategic relations in various business settings with traditional and technological communication tools/techniques.

***Attitude***

CO 3: Develop sensitivity to cross-cultural communication.

# Distribution of Knowledge, Skill, and Application in COs

|  |  |  |  |
| --- | --- | --- | --- |
|  | Knowledg  e | Skill | Attitude |
| KSA Ratio | 1 | 1 | 1 |
| KSA % | 33 | 33 | 33 |

# 6. Session Plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Session No.** | **Topic/Sub Topic** |  | **Session Details** |
|  | |  |  |
| 1 | Importance of Communication for various Managerial KRAs in the Business  Context | **Text**  **Book/**  **Reading** | Course Outline |
| **Pedagogy** | Class discussion |
| **CO** | 1, 2, 3 |
| **SLO\*** | At the end of the session, the student will comprehend what the Course Outline is all about.  The students will also follow the assessment tasks of the course. |
| 2 | Social Media  Communication  Strategies    \*Assessment Debrief of  Social Medial  Communication | **Text**  **Book/**  **Reading** | Pre-read on Social Media Communication  Strategies |
| **Pedagogy** | Pre-classroom reading, Classroom Discussion, Video |
| **CO** | 2 |
| **SLO\*** | At the end of the session the students will  get acquainted Social Media Communication Strategies |
| 3 | Team & Leadership  Communication | **Text**  **Book/**  **Reading** | Pre-reads on Team and Leadership Communication |
| **Pedagogy** | Pre-classroom reading, Video and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of the session the student would learn the art of communicating in teams and as leaders. |

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | Internal Business  Communication:  Guidelines for Meetings: Introduction, Types of Meetings, Before the Meeting, During the Meeting, After the Meeting, and Common Mistakes made at  Meetings | **Text**  **Book/**  **Reading** | Pre-reads on Internal Business  Communication |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of the session the student would  get acquainted with the processes Internal Business Communication |
| 5 | Workplace  Communication :  Developing  Assertiveness | **Text**  **Book/**  **Reading** | Pre-reads on Workplace Communication : Developing Assertiveness |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1 |
| **SLO\*** | At the end of the session the student would learn the art of communicating at workplace with assertiveness |
| 6 | Communication for  Conflict Management | **Text**  **Book/**  **Reading** | Pre-read on Communication for Conflict  Management |
| **Pedagogy** | Pre-classroom reading, Practice of Listening  Skills, Students presentation, Feedback & Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of the session the students will get acquainted the processes of understanding and resolving conflicts  through communication |
| 7 | Subtle art of persuasive communication– Logical & Emotional Persuasion | **Text**  **Book/**  **Reading** | Pre-reads on Subtle art of persuasive writing  – Logical & Emotional Persuasion |
| **Pedagogy** | Pre-classroom reading, Students presentation, Feedback & Classroom Discussion |
| **CO** | 1, 2 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **SLO\*** | At the end of the session the student would learn the nitty gritty of the art of persuasive writing – Logical & Emotional Persuasion |
| 8 | Leveraging available  Content and  Communication Tools to  Pitch an Idea: Project  Earn Goodwill  Presentation: NGO  Study, Work Plan &  Pitch to Corporates | **Text**  **Book/**  **Reading** | Pre-reads on Leveraging available Content  Communication Tools to Pitch an Idea |
| **Pedagogy** | Students presentation, Feedback & Classroom Discussion |
| **CO** | 1, 2, 3 |
| **SLO\*** | At the end of the session the student would understand how to use various communication tools and techniques to pitch their idea to corporates |
| 9 | Leveraging available  Content and  Communication Tools to  Pitch an Idea: Project  Earn Goodwill  Presentation: NGO  Study, Work Plan &  Pitch to Corporates | **Text**  **Book/**  **Reading** | Pre-reads on Leveraging available Content  Communication Tools to Pitch an Idea |
| **Pedagogy** | Students presentation, Feedback & Classroom Discussion |
| **CO** | 1, 2, 3 |
| **SLO\*** | At the end of the session the student would understand how to use various communication tools and techniques to pitch their idea to corporates |
| 10 | Leveraging available  Content and  Communication Tools to  Pitch an Idea: Project  Earn Goodwill  Presentation: NGO  Study, Work Plan &  Pitch to Corporates | **Text**  **Book/**  **Reading** | Pre-reads on Leveraging available Content  Communication Tools to Pitch an Idea |
| **Pedagogy** | Students presentation, Feedback & Classroom Discussion |
| **CO** | 1, 2, 3 |
| **SLO\*** | At the end of the session the student would understand how to use various communication tools and techniques to pitch their idea to corporates |
| 11 | Creative Communication | **Text**  **Book/**  **Reading** | Pre-reads on Creative Communication |
| **Pedagogy** | Pre-classroom reading, Students presentation, Feedback & Classroom Discussion |

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| --- | --- | --- | --- |
|  |  | **CO** | 1, 2 |
| **SLO\*** | At the end of the session the student would realize the Importance of Creative  Communication |
| 12 | Negotiation Skills:  Negotiating for Business:  Strategy & Tactics.  Technology and Business | **Text**  **Book/**  **Reading** | Pre- reads on how to improve Negotiation  Skills |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of this session, the student improve their Negotiation Skills: Negotiating for Business: Strategy &  Tactics. Technology and Business |
| 13 | Global Business  Etiquette & Cross Cultural communication  \*Assessment Debrief:  Cross-Cultural  Sensitivity Exercise | **Text**  **Book/**  **Reading** | Pre-reads on Global Business Etiquette &  Cross Cultural communication |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 3 |
| **SLO\*** | At the end of the sessions the students understand the techniques of Global Business Etiquette & Cross Cultural communication |
| 14 | Cross Functional Communication : Marketing  Communication | **Text**  **Book/**  **Reading** | Pre-reads on Cross Functional  Communication : Marketing  Communication |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of the sessions the students understand Cross Functional Communication: Marketing Communication. |

|  |  |  |  |
| --- | --- | --- | --- |
| 15 | Cross Functional Communication:  Financial & IT  Communication | **Text**  **Book/**  **Reading** | Pre-reads on Financial & IT Communication |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of the session the student would learn how to use Cross Functional  Communication: Financial & IT  Communication |
| 16 | Cross Functional  Communication : Project  Management  Communication | **Text**  **Book/**  **Reading** | Pre- reads on Cross Functional  Communication : Project Management  Communication |
| **Pedagogy** | Pre-classroom reading, Student  Presentation, Feedback and Classroom Discussion |
| **CO** | 1, 2 |
| **SLO\*** | At the end of this session, the student learn how to use Cross Functional  Communication : Project Management  Communication |
| 17 | Business’s Social Media  Communication  Consulting Project  Presentation & Report  Sharing | **Text**  **Book/**  **Reading** | Business’s Social Media Communication  Consulting Project Report |
| **Pedagogy** | Students give Presentation & Share Reports  on Business’s Social Media Communication Consulting Project |
| **CO** | 1, 2 |
| **SLO\*** | The students will get to showcase the acquired understanding of the social media uses by business organization |
| 18 | Business’s Social Media Communication  Consulting Project &  Presentation & Report  Sharing | **Text**  **Book/**  **Reading** | Business’s Social Media Communication  Consulting Project Report |
| **Pedagogy** | Students give presentation & share reports on Business’s Social Media Communication Consulting Project |
| **CO** | 1, 2 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **SLO\*** | The students will get to showcase the acquired understanding of the social media uses by business organization |
| 19 | Business’s Social Media Communication  Consulting Project &  Presentation & Report  Sharing | **Text**  **Book/**  **Reading** | Business’s Social Media Communication  Consulting Project Report |
| **Pedagogy** | Students give presentation & share reports on Business’s Social Media Communication Consulting Project |
| **CO** | 1, 2 |
| **SLO\*** | The students will get to showcase the acquired understanding of the social media uses by business organization |
| 20 | Feedback on  Assessment: CrossCultural Sensitivity  Exercise, Discussion on  Reports and Role Play  Videos | **Text**  **Book/**  **Reading** | Students Reports as Pre-reads on Global Business Etiquette & Cross Cultural communication |
| **Pedagogy** | Pre-classroom reading, Discussion on Reports and Role Play Videos, Feedback and Classroom Discussion |
| **CO** | 3 |
| **SLO\*** | At the end of the sessions the students will get a comprehensive feedback on the techniques of Global Business Etiquette & Cross Cultural communication |
| 21 | Practice of Course  Content Applied  Theories with Corporate  Cases | **Text**  **Book/**  **Reading** | Pre-reads on communication concepts discussed in the course so far |
| **Pedagogy** | Student Writing & Solving the Cases, Sharing, Feedback & Observations by Peers and Faculty |
| **CO** | 1, 2, 3 |
| **SLO\*** | The students will get to apply the acquired knowledge on various corporate cases |
| 22 | Practice of Course  Content Applied  Theories with Corporate  Cases | **Text**  **Book/**  **Reading** | Pre-reads on communication concepts discussed in the course so far |
| **Pedagogy** | Student Writing & Solving the Cases,  Sharing, Feedback & Observations by Faculty |
|  |  | **CO** | 1, 2, 3 |
| **SLO\*** | The students will get to apply the acquired knowledge on various corporate cases |
| 23 | GUEST SESSION |  |  |
| 24 | WRAP-UP SESSION |  |  |
|  | Assessment  Presentations: Project  Earn Goodwill – Individual Experience  Sharing of Various  Communication  Scenarios |  Presenting the Group  Video of the Task |  | With End Term Examination of other courses |

**\*** Session Learning Outcome

1. **Mapping of COs with POs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO**  **1** | **PO**  **2** | **PO**  **3** | **PO**  **4** | **PO**  **5** | **PO**  **6** | **PO**  **7** | **PO**  **8** |
| CO 1: Apply communication tools to resolve conflicts in groups | M\* |  |  |  |  |  |  |  |
| CO 2: Formulate cordial and strategic relations in various business settings with traditional and technological communication tools/techniques. | M\* |  |  |  |  |  |  |  |
| CO 3: Develop sensitivity to crosscultural communication | M\* |  |  |  |  |  |  |  |
| **Count** | 3 |  |  |  |  |  |  |  |

*\*For Course Attainment*

1. **Mapping of COs with GAs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA**  **1** | **GA**  **2** | **GA**  **3** | **GA**  **4** | **GA**  **5** | **GA**  **6** | **GA**  **7** | **GA 8** |
| CO 1: Apply communication tools to resolve conflicts in groups |  |  | X | X | X |  |  |  |
| CO 2: Formulate cordial and strategic relations in various business settings with traditional and |  |  |  |  | X |  |  |  |
| technological communication tools/techniques. |  |  |  |  |  |  |  |  |
| CO 3: Develop sensitivity to crosscultural communication. |  |  | X | X | X |  |  |  |
| **Count** | 0 | 0 | 2 | 2 | 3 | 0 | 0 |  |

# 10. Mapping of COs with Key Differentiators

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Key  Differentiator 1  Entrepreneurial  Mind-set | Key  Differentiator 2  Critical  Thinking | Key  Differentiator 3  Sustainability | Key  Differentiator 4  Team Player | **Count** |
| CO 1: Apply communication tools to resolve conflicts in groups |  |  |  | X | 1 |
| CO 2: Formulate cordial and strategic relations in various business settings with traditional and  technological communication tools/techniques. |  |  |  | X | 1 |
| CO 3: Develop  sensitivity to crosscultural communication. |  |  |  | X | 1 |

# 11. Course Linkage

* Before: This is the final course of the Three-Part Courses Series on Business Communications. Before a student does this course, they must have acquire adequate LSRW Business Communication Skills and Applied Knowledge in BC101 and BC201.
* After: This course will prepare students for various situations where their communication skills would become their savior. Since just after this course the students would go to the corporate world for their SIPs, this course prepares them to cultivate healthy relationships, resolves conflicts and use communication strategies for running and improving the business processes.

**12. Learning Task and Assessment:**

Assessment criteria set out the details by which performance in each task will be judged. This information will give a clear and explicit understanding of the expected standards to be achieved relative to the marks awarded.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Assessment Task | Assessment Type | Weight age | Session Due |
| 1. | Business’s Social Media Communication Consulting Project & Presentation &  Report | Report Writing &  Presentation | 30%\* | Debrief in Session 2,  Presentation in  Session 14, 15, 16 |
| 2. | Cross-Cultural Sensitivity Exercise | Written Report and Video Submission of Role Play  (Group of four members) | 30%\* | Debrief in Session 10 and Feedback in  Session 17 |
| 3. | Project Earn Goodwill | Group Project | 40%\* | Continuous  Presentation in  Session 5, 6, 7, Final Presentations with End Term of other courses, beyond 24 sessions |

***\*Language Lab Based Assessment:* The campus can design a Language Lab based assessment with a weightage of 20 – 25%. The assessment would cater to *beyond the classroom* learning needs, fostering *self-initiative* and covering the Desirable part of your course. The students can be informed in the beginning of the trimester and they must be encouraged to practice in their own time. Timely discussion of the progress of preparation should be discussed in the regular classrooms.**

# Assessment Task 1: Business’s Social Media Communication Consulting Project & Presentation & Report

1. Assessment Details: The students are to study Social Media Communication Strategies of an existing business. The group will write a report and give a presentation on the same.
2. Criteria used to grade this task: Content (depth of research), Clarity (Use of Language), Group Coordination
3. Task Assessor: Internal Faculty
4. Suggested time to devote to this task: Session 3 - 10 5) Submission details: Report and Classroom Presentation. 6) Feedback and return of work: Feedback shall be given.

# Assessment Task 2: Cross-Cultural Sensitivity Exercise

1. Assessment Detail: This would be a group exercise to be assigned by the course instructor. A group of four members are required to work collaboratively in team and submit a written report on the exercise and present it in the class in a role play format.
2. Criteria used to grade this task: Group Coordination, Application and Presentation of the Cross-Cultural Communication Concepts
3. Task Assessor: Internal Faculty
4. Submission Detail: Hard copy and role play by the group
5. Feedback: Script will not be returned, but feedback will be given immediately after assessment.

# Assessment Task 3: Project Earn Goodwill

1. Assessment Details: Interactive sessions during the class session time.
2. Time Spent on the project - weekly
   1. NGO Study and Need Presentation, Planning of Pitch for Donation(In-person &

Social Media), 10 Marks | Session 5 - 7

* 1. Minutes of Meeting, Session 4, 10 | 10 Marks
  2. Experience of corporate communication, inter-team communication, conflict communication, assertive communication (Individual Write-Up & Individual

Presentation, Video Recording) 10 Marks Session 20, 21, 22

* 1. Peer Evaluation 10 Marks | Session 22
  2. Task Assessor: Internal Faculty

1. Criteria used to grade this task: Quality of Communication, Use of Language, Group Coordination, Evidence of Use of Communication Strategies & Tools
2. Suggested time to devote to this task: Concurrent
3. Submission details: Continuous
4. Feedback and return of work: Continuous 7) Criteria used to grade this task:
5. Task Assessor: Internal Faculty: Presentation Skills, Writing Skills (Meeting Minutes & Report), Peer Evaluation
6. Submission Detail: Hard copy of Meeting Minutes, Peer Evaluation & Report, Video
7. Feedback: Script will not be returned, but feedback will be given immediately after assessment.

## 13. Mapping of Assessment Tasks (AT) with COs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment Task** | **Assessment Type** | **Weight age** | **COS Mapped** |
| 1. | Business’s Social Media Communication Consulting  Project & Presentation & Report | Report Writing &  Presentation | 30% | CO 1 |
| 2. | Cross-Cultural Sensitivity  Exercise | Written Report and Video Submission of Role Play (Group of four members) | 30% | CO 3 |
| 3. | Project Earn Goodwill | Group Project : Corporate Pitch Presentation, Student Reflection, Peer Evaluation,  Video of Task, Viva | 40% | CO 2 |

1. **Mapping of COs with POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** |
| CO 1: Apply relevant communication techniques to support the overall arguments. | M |  |  |  |  |  |
| CO 2: Create team synergy using communication. | M | M |  |  |  |  |
| CO 3: Generate new and imaginative ideas. | M |  |  |  |  | M  R |
| **Count** | 3 | 1 |  |  |  | 1 |

## 15. Mapping of Assessment Tasks (AT) with Key Differentiators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AT 1** | **AT 2** | **AT 3** | **Count** |
| **Key Differentiator 1**  Entrepreneurial Mind-set |  |  | X | 1 |
| **Key Differentiator 2** Critical Thinking |  |  | X | 1 |
| **Key Differentiator 3** Sustainability |  |  |  | 0 |
| **Key Differentiator 4** Team Player | X | X | X | 3 |

## 16. Mapping of Assessment Tasks (AT) with GAs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AT 1** | **AT 2** | **AT 3** | **Count** |
| **GA 1**  Self-initiative |  |  | X | 1 |
| **GA 2**  Deep discipline knowledge |  |  |  | 0 |
| **GA 3**  Critical thinking and Problem solving |  |  | X | 1 |
| **GA 4**  Humility, Team-Building and Leadership Skills |  | X | X | 2 |
| **GA 5**  Open and Clear Communication | X | X | X | 3 |
| **GA 6**  Global outlook |  | X |  | 1 |
| **GA 7**  Ethical competency and sustainable mindset |  |  |  | 0 |
| **GA 8**  Entrepreneurial and innovative |  |  |  | 0 |

## 17. Student Responsibility

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document.

It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

It is advisable that student maintains a separate Note Book for this course which can be used for keeping class notes, library notes, and notes of other readings. It is important to develop the habit of writing notes of classroom discussions and any readings that the students come across.

The table below is an example of the suggested time allocations for this course.

|  |  |  |
| --- | --- | --- |
| Classes | 2-3 hours per week for 12 weeks | 30 hours |
| Reading of Pre-reads before almost every session and making PPTS | Prescribed readings and making PPTs | 30 hours |
| Beyond the Classroom Project (Project Earn Goodwill) | Speaking, Reading,  Preparing | 30 hours |
| Assessment Components Preparation | Reading, Writing, Preparing  PPT | 15 hours |
| **TOTAL** |  | 105 hours |

## 18. Instructions

**Academic Conduct**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation. Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

## Institute’s Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination. **Attendance and Participation**

Refer STUDENT HANDBOOK

**Referencing**

Assignment, Term Paper etc. should have proper referencing in APA format.

## Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be penalized at 10% of the available marks per day. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

## LMS-Moodle/Impartus

LMS-Moodle / Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

## Plagiarism

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

Please note that Plagiarism is a serious offence.

**18. Any Additional Information**

## List of Program Outcomes

**PO 1: Communicate effectively**

**PO 2: Demonstrate the ability to work in teams to achieve desired goals**

**PO 3: Reflect on business situations applying relevant conceptual frameworks in service management context**

**PO 4: Evaluate different ethical perspectives**

**PO 5: Discuss the centrality of customer experience in service management**

**PO 6: Exhibit innovative and creative thinking**

## List of Graduate Attributes

GA 1: Self-initiative

GA 2: Deep discipline knowledge

GA 3: Critical thinking and Problem solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global outlook

GA 7: Ethical competency and sustainable mindset

GA 8: Entrepreneurial and innovative