



# GUJARAT TECHNOLOGICAL UNIVERSITY

Syllabus for Master of Business Administration, 2<sup>nd</sup> Semester  
 Subject Name: **Developing Contributory Skills – II (DCS-II)**  
 Subject Code: 4529208

With effective  
 from academic  
 year 2019-20

## 1. Learning Outcomes:

Learning Outcome Component	Learning Outcome (Learner will be able to)
Business Environment and Domain Knowledge (BEDK)	<ul style="list-style-type: none"> <li>Identify individual emotional states and emotions of others.</li> </ul>
Critical thinking, Business Analysis, Problem Solving and Innovative Solutions (CBPI)	<ul style="list-style-type: none"> <li>Develop different perspectives and approaches to a problem solving situation.</li> </ul>
Global Exposure and Cross-Cultural Understanding (GECCU)	<ul style="list-style-type: none"> <li>Apply globally accepted and approved techniques to inculcate EI skills.</li> </ul>
Social Responsiveness and Ethics (SRE)	<ul style="list-style-type: none"> <li>Develop empathy and social adaptability skills.</li> </ul>
Effective Communication (EC)	<ul style="list-style-type: none"> <li>Develop confidence and positivity in thought and action.</li> </ul>
Leadership and Teamwork (LT)	<ul style="list-style-type: none"> <li>Develop individual capabilities to lead teams with will power and humility.</li> </ul>

2. **Course Duration:** The course duration is of **20 sessions of 60 minutes each.**

## 3. Course Contents:

Module No:	Module Content	No. of Sessions	50 Marks (External Evaluation)
I	<b>Personal Competency through EI:            Emotional Intelligence</b> <ul style="list-style-type: none"> <li>Introduction to emotion, intelligence</li> <li>Components of EI               <ul style="list-style-type: none"> <li>Personal Skills or competencies                   <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-regulation                       <ul style="list-style-type: none"> <li>Positive mindset</li> </ul> </li> <li>Motivation</li> </ul> </li> <li>Social skills or competencies                   <ul style="list-style-type: none"> <li>Empathy</li> <li>Social skills</li> </ul> </li> </ul> </li> </ul>	08	20
II	<b>Personal Efficiency through time management:</b> <ul style="list-style-type: none"> <li>Urgent / important</li> <li>Action Priority matrix</li> <li>Wish list</li> </ul> <b>Personal Competency through Lateral Thinking:</b> <ul style="list-style-type: none"> <li>Concept of lateral thinking</li> <li>6 thinking hats               <ul style="list-style-type: none"> <li>Learning Group Discussion skills</li> </ul> </li> <li>Applications of lateral thinking</li> </ul>	08	20
III	<b>Level 5 Leadership (Good to Great):</b> <ul style="list-style-type: none"> <li>Level 5 Leadership model</li> <li>Becoming a Level 5 Leader</li> </ul> <b>Career Planning:</b>	04	10



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	<ul style="list-style-type: none"> <li>• Concept</li> <li>• Preparing career plan</li> </ul>		
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#### 4. Pedagogy:

- ICT enabled Classroom teaching
- Case study
- Interactive class room activities, discussions, games
- Self-assessment tests for creativity and critical thinking
- Computer lab practice

#### 5. Evaluation:

Students shall be evaluated on the following components:

<b>A</b>	<b>End –Semester Examination</b>	<b>(External Assessment - 50 Marks)</b>
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#### QUESTION PAPER PATTERN

Module	MCQs  Marks (numbers)	Short questions  Marks (numbers)	Long Questions  Marks (numbers)	Case  Marks (numbers)	Total
<b>I</b> <b>Emotional Intelligence</b>	6 (6)	4 (2)	-----	10 (1)	20
<b>II</b> <b>Time Management</b>  <b>Lateral Thinking</b>	4 (4)	6 (3)	10 (2- any one)	-----	20
<b>III</b> <b>Level 5 Leadership</b>  <b>Career Planning</b>	4 (4)	6 (3)	-----	-----	10
	14 (14)	16 (08)	10 (1 out of 2)	10 (1)	50



The objective of DCS-II is to develop the individual, so that s/he can contribute to his and her organization, society and country. The concept of Emotional Intelligence (EI), which is the ability to identify and manage one's own emotions as well as the emotions of others, has increasingly become a part of MBA programmes around the world. The students of today must develop the skills needed for successfully leading teams. The leader should be able to bring out the best from each person on the team, but it begins with bringing out the best in the leader first and foremost. A concise content of **Emotional Intelligence** has been included herewith. The emphasis should be on making students comprehend and develop EI through multiple class activities, self-administered tools and home exercises. Additional resources have been mentioned which can be accessed for class-room activities to develop such skills. Other resources can be used too. The final exam paper shall have a case, short questions and MCQs related to EI. The case would be situational in nature, and shall ask the student to decide and judge, based on positive EI traits and skills.

A crucial skill needed by budding managers is the skill for judicious **time management**. The Second module is aimed at improving the efficiency of students through time management. Teaching time management to students shall make them proficient at focus, prioritization of task, goal setting and most importantly accountability and responsibility. The concept needs to be explained through two widely popular tools – the Action Priority Matrix and the Eisenhower 'Urgent / important' Matrix. Students should use both models for planning their routine and schedule for few days or weeks. This shall enable them to be sincerer and disciplined, and in still a sense of professionalism in them. They should be made to realize the thorough significance of time management in their careers. Efficient time management shall result in benefits ranging from personal stress reduction to professional work efficiency and productivity.

The domain of lateral thinking is an extension to the creative and critical thinking paradigm. **Lateral Thinking** is a set of processes that provides a deliberate, systematic way of thinking creatively that result in innovative thinking in a repeatable manner. While critical thinking is primarily concerned with judging the true value of statements and seeking errors. Lateral thinking is more concerned with the "movement value" of statements and ideas. A person uses lateral thinking to move from one known idea to creating new ideas<sup>1</sup>.

According to Business Dictionary:

“Idea generation and problem solving technique in which new concepts are created by looking at things in novel ways. Whereas the logical ('vertical') thinking carries a chosen idea forward, the sideways ('lateral') thinking provokes fresh ideas or changes the frame of reference. And, while vertical thinking tries to overcome problems by meeting them head-on, lateral thinking tries to bypass them through a radically different approach. The term was coined by the Maltese-born UK psychologist Dr. Edward de Bono in his 1970 book 'Lateral Thinking.'”<sup>2</sup>.

We try to introduce and encourage students to lateral thinking through a thinking process developed by Edward de Bono – Six Thinking Hats. There are many techniques to showcase the use of lateral thinking, and faculties can explore them as well as a supplement. The process

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<sup>1</sup><https://www.edwdebono.com/lateral-thinking>

<sup>2</sup><http://www.businessdictionary.com/definition/lateral-thinking.html>



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of Six Thinking Hats is very relevant to MBA as the six hats represent the different perspectives to look at a decision, and forces one to move out of the habitual thinking style. It allows necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within decision making. Decisions and plans will have a mix of ambition, skill in execution, public sensitivity, creativity and good contingency planning. Students should be engaged in the class exercise by adorning different hats, for different decision making situations such as negotiation, new product designing, problem solving, conflict management, professional and personal development, etc. The concept of six thinking hats should be practiced through Group Discussions. This shall be helpful for students during their placement selection process as well as during discussions in professional settings. The final exam paper shall have long questions, short questions and MCQs related to Module II. There shall be two long questions, out of which only one needs to be attempted.

The content on Level 5 Leadership is aimed at instilling the foundation characteristics of a great leader. The concept of Level 5 Leadership is best suited to develop a sense of contribution and altruism towards the organization and the society. It should encourage students to aim for leadership which is the perfect blend of passion, will power, human touch and personal humility.

The content on Career Planning is very vital at this stage of the students' education. A properly guided effort should be made to enable students to decide their career goals as well as the path to reach those goals. A systematic and simple career planning process has also been included, and faculties should ensure that all students undertake the process. The outcome of this process should be the preparation of a career plan by each student. A sample career plan has also been included in the contents. Faculties can explore other sample formats too. The final exam paper shall have only short questions and MCQs related Module III.