

PERSONAL GROWTH AND INTERPERSONAL EFFECTIVENESS			
Course Code	20MBAHR402	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03
<b>Course Objectives</b> <ol style="list-style-type: none"> <li>1. The student will be able to describe and Identify the application of various PG and IE framework</li> <li>2. The student will be able to describe and explain in her/his own words, the relevance and importance of various PG and IE to be adopted in the Organisation</li> <li>3. The student will be able to apply and improve the workplace effectiveness through various PG and IE</li> <li>4. The student will be able to classify and categorise different PG and IE practices and to be followed in the Organisation</li> <li>5. The student will be able to create and reconstruct Leadership required to manage the Human Resources in the Organisation</li> <li>6. The student will be able to appraise and judge the practical applicability of various PG and IE practices to be followed in the Organisation</li> </ol>			
<b>Module-1 Dynamics of Personal Growth</b>		<b>4 hours</b>	
Dynamics of Personal Growth Meaning, nature and scope of personal growth. Self-awareness and self-esteem, life roles, social roles and organisational roles, role clarity and role boundaries. Ego states- Id, ego and super ego and defense mechanism. Developing a self-improvement plan.			
<b>Module -2 Interpersonal Trust</b>		<b>4 hours</b>	
Openness, confidentiality, blind spot and unknown part of personality. Self-disclosure, seeking feedback, self-reflection and practicing new behaviors. Discovering facets of interpersonal trust through Johari Window.			
<b>Module -3 Understanding Human Personality and Neuro Functioning</b>		<b>7 hours</b>	
Personality theories, Carl Jung's theory of personality types and Myers Briggs Type Indicator test (MBTI), Trait theories- Guilford Peogut, PF 16 and Type A and B, Emotional intelligence. <b>Basic functions of mind:</b> Creativity and innovation. Blocks to creativity. Creativity processes and tools- convergent and divergent thinking. Six thinking Hats, Neuro Linguistic Programming.			
<b>Module -4 Attitudes, Beliefs, Values and their impact on Behaviour</b>		<b>7 hours</b>	
Personal change meaning, nature and requisites. Social adjustments and habit formation. Locus of control. Habits of personal effectiveness. Seven habits of highly effective people.			
<b>Module -5</b>		<b>9 hours</b>	
<b>Interpersonal relations and personal growth:</b> Interpersonal needs for openness, inclusion and control. Discovering the interpersonal orientation through FIRO-B. Conflict resolution and negotiation, time management and honouring the commitments			
<b>Module – 6 Transactional Analysis</b>		<b>9 hours</b>	
Ego states, types of transactions and time structuring. Life position, scripts and games; T-group sensitivity training, encounter groups, appreciative enquiry and group relations conference (students may go through three days personal growth lab for experiential learning)			
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Have in-depth understanding the various personality traits which promotes personal growth.</li> <li>2. Analyze the concepts of human personality, behaviour and functioning of mind</li> <li>3. Learn and apply the psychometrics tests in understanding the personality traits.</li> <li>4. Develop the greater insight of self, and others through various theories and prepare the developmental plan for interpersonal effectiveness.</li> </ol>			
<b>Practical Components:</b> <ul style="list-style-type: none"> <li>• Students are expected to conduct an in-depth study about various personality traits &amp; TA and submit a detailed report.</li> <li>• Students must undergo psychometric test like MBTI, FIRO-B, Big Five etc, conduct SWOT analysis and prepare a personal growth plan based on the results</li> <li>• Ask the individual students to seek multisource feedback about their interpersonal effectiveness from peers, teachers, and parents; understand and reflect the feedback and prepare a development plan for interpersonal</li> </ul>			

effectiveness.

- Discuss a Johari Window case in the class to identify how it can help each individual student to promote his/her personal growth.
- Organize a workshop on MBTI for the students to know their type and to understand the type dynamics.
- Organize a Neuro linguistic programming workshop for the participation of all HR students.

#### CO-PO MAPPING

CO	PO				
	PO1	PO2	PO3	PO4	PO5
CO1	X		X		
CO2	X		X	X	X
CO3	X	X	X		
CO4	X	X	X		X

#### Question paper pattern:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 60.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

#### Textbooks

Sl No	Title of the book	Name of the Author/s	Publisher Name	Edition and year
1	Organisational Behaviour: Human Behaviour at work	John W. Newstrom and Keith Davis	Tata McGraw Hill	11/e, 2003
2	Human Relations in organisations	Robert N. Lussier	Mc- Graw Hill Education	6/e
3	Development of Management Skills	Whetten & Cameron	PHI	7/e
4	Competency Mapping Assessment and Growth	Naik G. P	IIHRM	2010

#### Reference Books

1	Understanding OB	Udai Pareek	Oxford University Press	
2	Theories of Personality	Calvin S Hall	Wiley India Pvt. Ltd	4/e
3	Seven habits of highly effective people	Stephen R Covey	Pocket Books.	
4	Training in interpersonal Skills	Stephen Robbins	Pearson Education	



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