

# **SEMESTER –VII (BBA (Honours))**

## Model curriculum for UG Degree in BBA

**SEMESTER –VII (BBA (Honours))**

<b>OE 701</b>	<b>AI for Business</b> <b>Or</b> <b>Diversity, Equity and Inclusion</b> <b>Or</b> <b>Digital Ethnography and online Communities</b>	<b>3L:1T:0P</b>	<b>4 Credits</b>
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**AI for Business**

**Course Objective:**

AI for Business course is designed to equip students with a thorough understanding of how artificial intelligence (AI) can be strategically applied in various business contexts. The primary objective is for students to learn how to deploy AI technologies effectively while managing the ethical considerations inherent in such implementations.

**Methodology**

The teaching methodology employs lectures and real-time, case-based AI applications cross different business sectors.

**Content:**

- Unit 1: **Converging Technologies:** Big Data Overview, V's of Big Data, Big Data Analysis, IoT, Cloud Computing, Data Management Infrastructure, Data Analysis: Extracting Intelligence from Big Data, Changing organization Culture/Strategy/ Role of Practicing Managers, People Component of BigData & AI
- Unit 2: **Introduction to AI:** History & Evolution of AI , AI-Driven Business Transformation, Overview of AI technologies namely Machine Learning, Deep Learning, Natural Language Processing, Computer Vision, Robotics, Generative AI, Case study analysis of AI's impact on different industries.
- Unit 3: **AI Applications in Business:** AI in Finance – AI in algorithmic trading, Credit scoring models using machine learning, Fraud detection, AI in Customer Relationship Management - Personalization and recommendation systems, Chatbots and virtual assistants, Predictive customer analytics, AI in Human Resource Management – AI-driven recruitment and selection processes, Employee performance analytics, AI in workforce planning and talent management.

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Unit 4: **Ethics in AI:** Bias, fairness, and transparency, Responsible AI practices for leaders, Mitigating ethical risks in AI/ML deployment, Societal and legal aspects of AI.

### **Text Books (Latest Edition):**

- Artificial Intelligence by Munish Trivedi
- Artificial Intelligence for Managers by Malay A. Upadhyay
- AI Rising: India's Artificial Intelligence Growth Story, Leslie D'Monte, Jayanth N. Kolla
- Artificial Intelligence in Practice: How 50 Successful Companies Used AI and Machine Learning by Bernard Marr
- HBR Guide to AI Basics for Managers Paperback by Harvard Business Review
- Machine Learning for Algorithmic Trading: Predictive models to extract signals from market and alternative data for systematic trading strategies" by Stefan Jansen
- Digital HR: A Guide to Technology-Enabled Human Resources by Deborah Waddill
- AI for Marketing and Product Innovation: Powerful New Tools for Predicting Trends, Connecting with Customers, and Closing Sales by A.K. Pradeep, Andrew Appel, and Stan Sthanunathan

### **Suggestive Readings**

- Neha Soni, Enakshi Khular Sharma, Narotam Singh, Amita Kapoor, "Artificial Intelligence in Business: From Research and Innovation to Market Deployment", Procedia Computer Science, Volume 167, 2020, Pages 2200-2210, <https://doi.org/10.1016/j.procs.2020.03.272>.
- Nikolaos-Alexandros Perifanis, Fotis Kitsios, Investigating the Influence of Artificial Intelligence on Business Value in the Digital Era of Strategy: A Literature Review, Information 2023, 14(2), 85; <https://doi.org/10.3390/info14020085>

### **Case Studies**

- The Business of Artificial Intelligence: What it can — and cannot — do for your organization by Erik Brynjolfsson, Andrew McAfee, <https://hbr.org/2017/07/the-business-of-artificial-intelligence>.
- Predicting Consumer Tastes with Big Data at Gap, Ayelet Israeli, Jill Avery, <https://hbsp.harvard.edu/product/517115-PDF-ENG>

**Course Outcomes:**

Upon completion of the course the students shall be able to:

1. **Analyze** Big Data, **understanding** its core characteristics and the infrastructure required for its management. They will also develop skills in extracting actionable insights that can inform and transform organizational strategies.
2. **Comprehend** in-depth knowledge of key AI technologies and explore these technologies' roles in driving business innovation and operational efficiency.
3. **Apply** AI solutions to core business functions, such as enhancing algorithmic trading in finance, improving customer engagement through CRM systems, and optimizing HR processes with AI-driven tools.
4. **Evaluate and Mitigate** ethical risks associated with AI use in business, ensuring practices are fair, transparent, and responsible. They will also address the legal and societal impacts of AI, fostering responsible leadership in technology deployment.

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**Diversity, Equity and Inclusion**

This course on Diversity, Equity, and Inclusion (DEI) provides a comprehensive exploration of the interconnectedness of diversity, inclusion, and equity within organizational contexts. It covers theoretical perspectives and models contributing to DEI efforts, alongside an investigation of relevant laws, policies, and regulations. Through practical activities and discussions, students learn to recognize, address, and mitigate the effects of biases and macroaggressions. Additionally, the course focuses on developing HR strategies for promoting diversity and equity, crafting comprehensive DEI statements, and creating action plans for implementing DEI initiatives in various workplace settings. Key topics include foundational concepts of diversity, equity, and inclusion; theoretical perspectives and legal frameworks; biases and macroaggressions; communication strategies; inclusive leadership; diversity management programs; and drafting DEI statements. Through this course, students gain the knowledge and skills necessary to advocate for and implement DEI initiatives, fostering inclusive and equitable environments.

**Course Objective(s):**

1. To gain a comprehensive understanding of diversity, inclusion, and equity, and their interconnectedness within organizational contexts.
2. To examine the theoretical perspectives and models that contribute to DEI efforts.
3. To investigate laws, policies, and regulations relevant to promoting diversity, equity, and inclusion in the workplace, education, and broader society.

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4. To understand macroaggressions and develop strategies for recognizing, addressing and mitigating their effects.
5. To develop HR strategies and processes that promote diversity and equity within organizations.
6. To learn to create a comprehensive DEI statement that reflects an organization's commitment to diversity, equity, and inclusion and supports a culture of belonging.
7. To collaborate and discuss and create action plans for promoting diversity, equity, and inclusion in various workplace settings.

### **Course Content:**

#### **Unit 1: Nature of Diversity, Equity and Inclusion**

Diversity, Equity, and Inclusion- meanings and significance; Classifications of Diversity; Equity vs. Equality; Components of Inclusion; Role of DEI in Organizations

#### **Unit 2: Theoretical perspectives and legal/regulatory frameworks on DEI in the workplace**

Managerial, sociological and social psychological theories related to DEI; Pluralistic / inclusive organization; Valuing diversity and preventing problems; Preventing harassment and bullying Relevant laws, policies and regulations pertaining to DEI in the workplace, education and society at large.

#### **Unit 3: Biases, addressing Macroaggressions; Communication strategies and Inclusive leadership**

Bias at work, Outcomes of biases for individuals, groups and organizations; Biases through Employee

Lifecycle – relevance and challenges at the workplace; Defining Macroaggressions, Categories and types of macroaggressions; Negative impacts of macroaggressions and dealing with macroaggressions. In-groups and Outgroups; Verbal and non-verbal communication Skills, Implementing Inclusive Language, Active Listening. Inclusive Leadership

#### **Unit 4: Analyse diversity management programs, strategies and policies and examine its relationship to leadership**

Focusing on LGBTQ employees, Inclusive Recruiting and Hiring, Providing Resources and Accessibility, Practice Allyship, Supporting Gender Identity. Psychological Safety

**Readings (Latest Editions):**

- Cunningham, G.B. *Diversity, Equity and Inclusion at Work*. Routledge.
- Robert Shrank “Two Women, Three Men on a Raft,” *Harvard Business Review*, May-June.
- Ng, E.S. & Rumens, N. Diversity and inclusion for LGBT workers: Current issues and new horizons for research. *Canadian Journal of Administrative Sciences*. 34.109-120.
- Hollins, C. & Govan, I. ,*Diversity, Equity and Inclusion: Strategies for facilitating Conversations on Race*, Rowman & Littlefield.
- Bernstein, R.S., Salipante, P.F. & Weisinger, J.Y.*Performance through Diversity and Inclusion (Leveraging Organizational Practices for Equity and Results)*. Routledge
- Özbilgin, M.F. *Equality , Diversity and Inclusion at work* . Edward Elgar Publishing Ltd .
- Seijts, G.H. & Milani, K.Y.The application of leader character to building cultures of equity, diversity, and inclusion. *Harvard Business Review*, Sept.- Oct.
- <https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html>

**Additional Readings**

- <https://heller.brandeis.edu/diversity/learning/readings.html>
- [https://diversityworks.nz/media/3663/dw-case-model\\_web.pdf](https://diversityworks.nz/media/3663/dw-case-model_web.pdf)
- [https://thepolicyobservatory.aut.ac.nz/\\_\\_data/assets/pdf\\_file/0020/228440/Inclusive-Workspaces-Policy-Report\\_WEB-VERSION.pdf](https://thepolicyobservatory.aut.ac.nz/__data/assets/pdf_file/0020/228440/Inclusive-Workspaces-Policy-Report_WEB-VERSION.pdf)
- <https://www.youtube.com/watch?v=-Lz-KavdxNg>

**Course Outcome(s):**

Upon completion of the course the students shall be able to :

1. Comprehend and differentiate diversity, equity, and inclusion in various contexts.
2. Identify and analyse dimensions like race, gender, and intersectionality.
3. Understand and differentiate equity from equality with practical examples.
4. Analyse the impact of DEI initiatives on innovation and productivity.
5. Utilize managerial, sociological theories, and relevant laws to foster DEI.
6. Foster psychological safety, allyship, and supportive environments.

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## **Digital Ethnography and online Communities**

The course introduces the learners to digital ethnography, focusing on how social interactions are played out in online and offline communities in contemporary times. The first part of the course will define and outline digital ethnography as a method and research field. The second part will focus on how social interactions can be expressed and understood across online and offline community contexts. In the third part, the students will be introduced to digital ethnographical tools to study selves and social interaction and make sense of the ethnographic data.

Overall, this course explores the research of the digital and via the digital in everyday life influenced by technological interventions. The course will also discuss data gathering and analysis using “digital tools” such as mobile phones, GPS technology, and software programs and techniques for conducting research that engages directly with online and digital environments, including social media platforms, blogs, and discussion forums and fully immersive digital realms such as video games and virtual worlds.

### **Course Objective(s):**

- To provide an understanding of digital ethnography as a method and research field
- To explore how social interactions are expressed in online and online community contexts
- To gain familiarity with the application of digital ethnography for understanding online spaces through the internet and web-based data related to consumer behaviour and online communities related to brands, products, or services.
- To become familiar with strategies and tools for conducting digital ethnographic research and analysis of digital ethnographic data with particular reference to digital and online environments (discussion forums, social media platforms, fully immersive online realms);

### **Course Content:**

#### **Module 1: Introduction to Ethnography On/Offline**

Ethnography as a method and research field; New opportunities and challenges the Internet presents for ethnography as a method in the areas of business: management, commerce and marketing fields; Questions about the researcher's identity and/or becoming an insider in relation to digital ethnography.

#### **Module 2: Digitally-mediated Association, Interaction, and Sociality**

Replacement of face-to-face encounters with technologically mediated ones; Phenomenology of sociality; Digitally-enabled forms of communication and sociality

### **Module 3: Tools and Data Management in Digital Ethnography**

Critical aspects of data collection and data management in digital ethnography; Range of data they may construct/collect as a qualitative researcher (e.g., text, audio, and visual data) both online and offline. Techniques and software for dealing with ethnographic data (e.g., field notes, photographs, audio or video recordings, digital files, etc.). Use of online and other digital tools like online surveys, text messages, and interactive voice response systems for understanding human behavior in various social contexts and for various business research purposes. Strengths and limitations of digitally mediated research methods.

### **Module 4: Writing Ethnography**

Various kinds of data analysis to provide a coherent understanding of digital ethnography and focus on triangulation issues. Communicate findings through writing appropriately and meaningfully (e.g., how to use quotes and exemplars)

#### **Reading List**

1. Pink S., Horst H., Postill J., Hjorth, Lewis T. and Tacchi J. (2015) *Digital Ethnography: Principles and Practice*. Sage Publications
2. Ritter, C. S. (2022). Rethinking digital ethnography: A qualitative approach to understanding interfaces. *Qualitative Research*, 22(6), 916-932.
3. Hafner, C.A. (2018). Digital Discourses Research and Methods. In: Phakiti, A., De Costa, P., Plonsky, L., Starfield, S. (eds) *The Palgrave Handbook of Applied Linguistics Research Methodology*. Palgrave Macmillan, London. [https://doi.org/10.1057/978-1-137-59900-1\\_18](https://doi.org/10.1057/978-1-137-59900-1_18)
4. Bailey J, Mann S, Wayal S, et al. Sexual health promotion for young people delivered via digital media: a scoping review. Southampton (UK): NIHR Journals Library; 2015 Nov. (Public Health Research, No. 3.13.) Chapter 7, Digital research methods and optimum research methodology to evaluate digital interventions. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK326976/>
5. Pink, S. (2016). Digital ethnography. *Innovative methods in media and communication research*, 161-165.
6. Neumaier, A. (2021). Digital Ethnography. In *The Routledge Handbook of Research Methods in the Study of Religion* (pp. 217-228). Routledge.
7. Hjorth, L., Horst, H. A., Galloway, A., & Bell, G. (Eds.). (2017). *The Routledge Companion to Digital Ethnography* (pp. 21-28). New York: Routledge.
8. Barendregt, B. (2021). Digital ethnography, or 'deep hanging out in the age of big data. In *Audiovisual and Digital Ethnography* (pp. 168-190). Routledge.

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9. Bjerre-Nielsen, A., & Glavind, K. L. (2022). Ethnographic data in the age of big data: How to compare and combine. *Big Data & Society*, 9(1), 20539517211069893.
10. Abidin, C. (2016). "Aren't These Just Young, Rich Women Doing Vain Things Online?": Influencer Selfies as Subversive Frivolity. *Social Media + Society*, 2 (2), 205630511664134. <https://doi.org/10.1177/2056305116641342>.
11. Baym, N. (2000). *Tune In, Log on: Soaps, Fandom, and Online Community*. London, UK: Sage.

#### Course Outcome(s):

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

1. Explore ethnography as a method and field of practice with reference to its application in the field of business management.
2. Determine the limitations and strengths of using ethnography in digitally mediated communities in the context of both online and offline communities.
3. Develop skills in using techniques and strategies for gathering ethnographic data digitally and making sense of it qualitatively.
4. Appreciate the ethical considerations unique to digital ethnography.

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<b>CC 701</b>	<b>Entrepreneurial Leadership</b>	<b>2L:2T:0P</b>	<b>4 Credits</b>
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#### Course Description

This course is designed to equip students with the knowledge and skills required to become effective entrepreneurial leaders. It emphasizes the unique characteristics and challenges of entrepreneurial leadership and provides practical insights into how to lead and manage startups and innovative ventures. The course covers key areas such as leadership theory, entrepreneurial mindset, strategic decision-making, and the development of a sustainable business model.

#### Course Content:

##### Unit 1: Foundations of Entrepreneurial Leadership

1. Introduction to Leadership and Entrepreneurship
2. Definitions and Concepts of Leadership
3. Social, Managerial and Entrepreneurial Leadership
4. Theories and Models of Leadership

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5. Trait Theory, Behavioral Theories, Contingency Theories, Transformational and Transactional Leadership

### **Unit 2: Leading with the Entrepreneurial Mindset**

1. Creativity and Innovation in Entrepreneurship
2. Techniques for Fostering Creativity.
3. Overview of Innovation Management and role of Founders
4. Building Culture of innovation and entrepreneurial mindset
5. Leading through Innovation: Venture strategies and role of the leader. Process and Resources
6. The virtual work and organization; Leadership and the future of work in the venture leadership context.

### **Unit 3: Leadership Challenges and Strategies in Entrepreneurial Context**

1. Leadership Challenges in Entrepreneurial Venture Development
2. Case Studies of Prominent Entrepreneurial Leaders
3. Analysis of elements of leadership desirable in different stages of venture creation and development
4. Designing organisational structure and managing people performance
5. Building teams; Managing Growth, Change, Conflicts and Transition

### **Unit 4: Ethical and Sustainable Entrepreneurship**

1. Ethics And Social Responsibility In Entrepreneurship
2. Ethical Decision-Making Frameworks
3. Building the Right Culture and Values: Role of leader
4. Corporate Social Responsibility (CSR)
5. Sustainable Business Practices and managing change
6. Leadership and shaping Sustainability In Business Models

### **Readings (Latest Editions):**

1. Robbins, S. P., & Judge, T. A. Essentials of organizational behavior. Pearson.
2. Northouse, P. G. Leadership: Theory and practice. Sage publications.
3. Christensen, C. M., Raynor, M. E., Dyer, J., & Gregersen, H. Disruptive Innovation: The Christensen Collection (The Innovator's Dilemma, The Innovator's Solution, The Innovator's DNA)
4. Christensen, C. M., " How Will You Measure Your Life?" , *Harvard Business Review*
5. Ries, E. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Currency.

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6. Vugt, M. van, & Ronay, R. The evolutionary psychology of leadership: Theory, review, and roadmap. *Organizational Psychology Review*, 4(1), 74-95.
7. Alexander Fries, Nadine Kammerlander, Max Leitterstorf, "Leadership Styles and Leadership Behaviors in Family Firms: A Systematic Literature Review," *Journal of Family Business Strategy*, Volume 12, Issue 1, 100374.

#### **Course Outcome:**

Upon successful completion of this course, students will be able to:

1. Understand and apply leadership theories and principles in an entrepreneurial context.
2. Develop further the entrepreneurial mindset and to recognize opportunities for innovation and value creation.
3. Formulate entrepreneurial vision and engage, motivate and lead stakeholders for implementing effective strategies for leading and managing entrepreneurial ventures.
4. Analyze and inculcate the ethical and social responsibilities of entrepreneurial leaders.

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