**Leadership Skills (MGT360)**

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| **Resource Person:** | **Dr Irfan Amir** |
| **Email:** | [**irfan.amir@umt.edu.pk**](mailto:irfan.amir@umt.edu.pk) |
| **Contact Hours:** | **45** |
| **Office Address:** | **Room 3N-08, Level 3, North Block, Main Building**  **Extension #: 3378** |
| **Programme:** | **BS (A&F)** |
| **Section:** | **C** |
| **Semester:** | **Spring, 2024** |
| **Course Pre-requisites:** | **Leadership Skills** |
| **Credit Hours:** | **3** |
| **Course Type:** | **In-person** |
| **Venue/Day/Time:** | **Wednesdays, 02:00-05:00 p.m.** |
| **Course URL (if any):** | - |

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| **Course Description:** |
| **This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader.  Emphasis in the course is on the practice of leadership. The course will examine topics such as:  understanding leadership; recognizing leadership traits and skills; key theories of leadership; power and influence tactics; leading groups and teams; leadership and change management; managing conflict; and leadership ethics. Students will assess their leadership traits and skills to improve their own leadership performance.** |

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| **Course Teaching Methodology:** |
| 1. Interactive lecture. 2. Case study. 3. Group project. 4. Guest speaker. 5. Video lesson. |

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| **Program Objectives (POs):** | |
| PO-1 | To develop effective teamwork and leadership skills. |
| PO-2 | To inculcate critical thinking and effective decision-making skills. |
| PO-3 | To develop effective communication skills. |
| PO-4 | To polish core business knowledge and competence. |
| PO-5 | To expose to and inculcate ethical behavior and social responsibility. |
| PO-6 | To provide rea-life work experiences. |
| PO-7 | To provide global perspectives. |

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| **Program Learning Outcomes (PLOs):**  **After completing this degree program, students shall be able to:** | | |
|  | | **Mapping the PLOs with POs** |
| PLO-1 | Work effectively in teams and understand group processes, leadership, conflict, power and culture in organization. | PO-1, PO-5, PO-6 |
| PLO-2 | Use analytical and reflective thinking techniques. | PO-2, PO-4, PO-6 |
| PLO-3 | Apply appropriate quantitative and qualitative techniques in solving business problems. | PO-2, PO-3, PO-4, PO-5, PO-6 |
| PLO-4 | Draft effective business documents and prepare and deliver effective oral business presentations using a variety of appropriate technologies. | PO-1, PO-3, PO-6 |
| PLO-5 | Demonstrate competency in the underlying concepts, theory and tools taught in the core undergraduate curriculum. | PO-4, PO-5, PO-6, PO-7 |
| PLO-6 | Identify and analyze ethical conflicts and social responsibility issues involving different stakeholders. | PO-5, PO-6 |
| PLO-7 | Understand the dynamics of industry and understand business as an integrated system and apply strategic planning tools. | PO-2, PO-3, PO-6 |
| PLO-8 | Identify and analyze relevant global factors that influence decision making in an international business setting. | PO-6, PO-7 |

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| **Course Objectives (COs)** | |
| CO-1 | To understand the importance and role of leadership in effective management of an organization. |
| CO-2 | To recognize the qualities and traits of an inspirational leader. |
| CO-3 | To learn about the leading theories and styles of leadership. |
| CO-4 | To acquire skills in motivating and involving team members in achieving a common goal. |
| CO-5 | To understand the value of moral leadership and building team member trust. |
| CO-6 | To learn the skills necessary for initiating and managing change in the organization. |

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| **Course Learning Outcomes (CLOs):**  **After completing this course, students shall be able to:** | | |
|  | | **Mapping the CLOs with PLOs** |
| CLO-1 | Understand effective leadership behavior. | **PLOs 1,5** |
| CLO-2 | Compare various leadership theories and styles. | **PLOs 1,5,6** |
| CLO-3 | Examine the role of leadership in regards to organizational performance. | **PLOs 1,2,3,5,6,7** |
| CLO-4 | Explain the role of ethics in guiding leadership behavior. | **PLOs 1,8** |
| CLO-5 | Developing leadership skills. | **PLOs 1-8** |

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| **Assurance of Learning and Assessment Items:**  *Specify assessment items that will ensure student learning through application and achieve stated PLOs/COs/CLOs* | |
| **Assessment Item** | **Application/Objectives**  **PLO/CO/CLO** |
| Class Participation | **PLOs 1-8/COs 1-6/CLOs 1-5** |
| Individual Take-Home Assignments**\***/Quizzes | **PLOs 1-8/COs 1-6/CLOs 1-5** |
| Mid-term Exam | **PLOs 1-8/COs 1-6/CLOs 1-5** |
| Group Project**\*\*** | **PLOs 1-8/COs 1-6/CLOs 1-5** |
| Written Analysis of the Case (WAC)**\*\*\*** | **PLOs 1-8/COs 1-6/CLOs 1-5** |
| Final Exam | **PLOs 1-8/COs 1-6/CLOs 1-5** |

**\*See Appendix-1: Guidelines for Individual Take-Home Assignments.**

**\*\* See Appendix-2: Guidelines for the Group Project.**

**\*\*\* See Appendix-3: Guidelines on How to Analyze a Case Study.**

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| **Assessment Structure and Grading Policy** | | |
| **Assessment Item** | **Weight (%)** | **Execution Plan** |
| **Class Participation** | **05** | **Interactive sessions** |
| **Quiz (UNANNOUNCED)** | **15** | **4** |
| **Individual Take-Home Assignments** | **10** | **3** |
| **Mid-term Exam** | **15** | **One-time Assessment** |
| **Project** | **20** | **Group Project Report and Presentations (10+10)** |
| **Written Analysis of the Case** | **05** | **Written Analysis of the Case (4 case studies)** |
| **Final Exam** | **30** | **One-time Assessment** |
| **Total** | **100** | **-** |

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| **Notes – Norms and Important Class Policies:**  **Class Policy:**  You are required to be in class at the assigned time. If you arrive more than ten minutes late, you will be marked absent.  **Mobile Policy:**  Switch off your mobile phones while in class.  **Email Policy:**  You will be responsible if you miss a deadline because you did not read your email. Participants should regularly check their University email account.  **Class Attendance Policy:**  A minimum 80% attendance is required for a participant to be eligible to sit in the final examination. Reporting sick and attending family functions (such as a wedding) will be considered as absent. Participants with less than 80% attendance in a course will be given grade ‘F’ (Fail) and will not be allowed to take the final exam. An ‘F’ grade will negatively impact student’s CGPA.  **Withdrawal Policy:**  Students may withdraw from a course till the end of the 12th week of the semester. In such a case, a grade ‘W’ will be awarded. A ‘W’ grade will not impact student’s CGPA. A student withdrawing after the 12th week will be awarded ‘F’ grade, which will negatively impact CGPA.  **Harassment Policy:**  Sexual or any other form of harassment through physical, verbal or electronic (mobile, email, etc.) means is constituted as punishable offence. Such actions will not be tolerated.  **Use of Unfair Means/Honesty Policy:**  Any participant found using unfair means or assisting another participant during a class test, quiz, assignment, examination, etc. will be liable for strict disciplinary action.  **Plagiarism Policy:**  Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. The participants will submit the plagiarism report to the resource person with every assignment, report, project, thesis, etc. A participant who fails to submit the ‘Turnitin’ report will receive ‘F’ grade that will count towards CGPA. If participants attempt to cheat ‘Turnitin,’ they will receive an additional ‘F’ that will count towards their CGPA. Look up the Student Handbook for further information on rules and regulations regarding plagiarism while submitting final report and other documents.  **NOTE: STUDENTS ARE REQUIRED TO READ AND UNDERSTAND ALL ITEMS OUTLINED IN THE STUDENT HANDBOOK.** |

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| **Weekly Sessions Plan:** | | | |
| **Week** | **Topics** | **Activity** | **Application/Objectives**  **PLO/CO/CLO** |
| **1.** | **Introduction and Ice-braking.**   1. **Ways of Conceptualizing Leadership.** 2. **Defining Key Terms in Leadership.** | **Topic: Ways of Conceptualizing Leadership**  **VIDEO(S):**  **1. The Nature of Leadership.**    **(8 Minutes)**  **2. Meaning of Leadership.**  [**https://youtu.be/MOS6M-n8lDc**](https://youtu.be/MOS6M-n8lDc)  **(12 Minutes)**  **3. Leadership versus Management.**  [**https://youtu.be/mhkLc0HEtR0**](https://youtu.be/mhkLc0HEtR0)  **(5 Minutes)**  **READING(S):**   1. **Spicker, P. (2012). “Leadership”: a perniciously vague concept. *International Journal of Public Sector Management*, *25*(1), 34-47.**   **Topic: Defining Key Terms in Leadership**  **SLIDE(S):**  **1. Glossary of Key Terms for Leadership.** | **PLO 1,2,5/COs 1-6/CLOs 1,5** |

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| **2.** | 1. **Leadership Traits and Skills.** | **Topic: Leadership Traits and Skills**  **VIDEO(S):**  **1.** **An Introduction to Leadership Traits.**  [**https://youtu.be/X-zdXQJhuGs**](https://youtu.be/X-zdXQJhuGs)  **(1 Minute and 20 seconds)**  **2. An Introduction and the Trait Approach to Leadership.**  [**https://youtu.be/snywVyJH56E**](https://youtu.be/snywVyJH56E)  **(49 Minutes)**  **3. How to Lead --- Top Qualities of a Team Leader.**  [**https://youtu.be/95QwKa34PU4**](https://youtu.be/95QwKa34PU4)  **(24 Minutes)**  **READING(S):**   1. **Pidgeon, K. (2017). The keys for success: Leadership core competencies. *Journal of Trauma Nursing*, *24*(6), 338-341.** 2. **Gritzo, L., Fusfeld, A., & Carpenter, D. (2017). Success factors in R&D leadership. *Research* *Technology Management*, *60*(4), 43-52.**   **NOTE 1: DISCUSS MINI-CASE 2.3 --- *RECRUITING FOR THE BANK*. (TOPIC: LEADERSHIP TRAITS AND SKILLS).** | **PLO 5/CO 2/CLOs 1,2,3,5** |

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| **3.** | 1. **Key Leadership Theories.** | **Topic: Contingency Theory**  **VIDEO(S):**  **1. Fred Fiedler’s Contingency Theory**  [**https://youtu.be/2sP\_x8YFAu4**](https://youtu.be/2sP_x8YFAu4)  **(21 Minutes)**  **2. Difference between Contingency Theory and Situational Theory of Leadership.**  [**https://youtu.be/DBPpVkG8ov8**](https://youtu.be/DBPpVkG8ov8)  **(22 Minutes)**  **3. Contingency Approaches in Leadership.**  [**https://youtu.be/UQ2sSHPa7ss**](https://youtu.be/UQ2sSHPa7ss)  **(12 Minutes)**  **READING(S):**   1. **Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.** 2. **Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199.**   **Topic: Path-Goal Theory**  **VIDEO(S):**  **1. Robert House’s Path-Goal Theory.**  [**https://youtu.be/0VAFnrh2hf8**](https://youtu.be/0VAFnrh2hf8)  **(19 Minutes)**  **2. More on the Path-Goal Theory.**  [**https://youtu.be/KL8QEMR9428**](https://youtu.be/KL8QEMR9428)  **(8 Minutes)**  **READING(S):**   1. **Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.** 2. **Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199.**  * **DISTRIBUTE INDIVIDUAL TAKE-HOME ASSIGNMENT-1** | **PLO 5/CO 3/CLOs 1,2,3,5**  **PLO 5/CO 3/CLOs 1,2,3,5** |

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| **4.** | | 1. **Key Leadership Theories …** | | **Topic: Leader-Member Exchange Theory**  **VIDEO(S):**  **1. An Overview of the Leader-Member Exchange (LMX) Theory.**  [**https://youtu.be/kmD1R8hXsN4**](https://youtu.be/kmD1R8hXsN4)  **(8 Minutes)**  **2. Detailed View on LMX Theory.**  [**https://youtu.be/\_WGVSHaZMQY**](https://youtu.be/_WGVSHaZMQY)  **(56 Minutes)**  **READING(S):**   1. **Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.** 2. **Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199.**   **Topic: Servant Leadership Theory**  **VIDEO(S):**  **1. An Introduction to Robert Greenleaf’s Servant Leadership Theory.**  [**https://youtu.be/4gA8bpHekoU**](https://youtu.be/4gA8bpHekoU)  **(2 Minutes)**  **2. Contrasting Servant Leadership to the Traditional Models of Leadership.**  [**https://youtu.be/XajxQOh3iqQ**](https://youtu.be/XajxQOh3iqQ)  **(5 Minutes)**  **3. Pros and Cons of Servant Leadership Style.**  [**https://youtu.be/vamS91h8LPo**](https://youtu.be/vamS91h8LPo)  **(10 Minutes)**  **4. Leading from the Heart.**  [**https://youtu.be/vZ0gave2WJc**](https://youtu.be/vZ0gave2WJc)  **(14 Minutes)**  **READING(S):**   1. **Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.** 2. **Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199.** | **PLO 5/CO 3/CLOs 1,2,3,5**  **PLO 5/CO 3/CLOs 1,2,3,5** |
| **5.** | 1. **Key Leadership Theories …** | | **Topic: Transformational Theory**  **VIDEO(S):**  **1. An Introduction to Transformational Theory of Leadership.**  [**https://youtu.be/v\_FdgWKwDak**](https://youtu.be/v_FdgWKwDak)  **(2 Minutes)**  **2. What is Transformational Leadership?**  [**https://youtu.be/UvPQAqZSdr8**](https://youtu.be/UvPQAqZSdr8)  **(5 Minutes)**  **3. Qualities of Transformational Leaders.**  [**https://youtu.be/yOkqygQA6jY**](https://youtu.be/yOkqygQA6jY)  **(7 Minutes)**  **4. How Nelson Mandela Changed (Transformed) South Africa?**  [**https://youtu.be/Rk-Lxgp9NWg**](https://youtu.be/Rk-Lxgp9NWg)  **(50 Minutes)**  **5. The Speech that Made Obama President of United States.**  [**https://youtu.be/OFPwDe22CoY**](https://youtu.be/OFPwDe22CoY)  **(7 Minutes)**  **READING(S):**   1. **Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.** 2. **Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199.**  * **DISTRIBUTE INDIVIDUAL TAKE-HOME ASSIGNMENT-2**   **NOTE 1: DISCUSS MINI-CASE 9.1 --- *THE VISION FAILED* --- (TOPIC: TRANSFORMATIONAL LEADERSHIP).** | | **PLO 5/CO 3/CLOs 1,2,3,5** |
| **6.** | 1. **Leading Teams.** | | **Topic: Leading Teams**  **VIDEO(S):**  **1. An Introduction to Managing Groups and Teams.**  [**https://youtu.be/FHRYPB8Av-g**](https://youtu.be/FHRYPB8Av-g)  **(6 Minutes)**  **2. Building Effective Teams.**  [**https://youtu.be/b9xQy7ByMOQ**](https://youtu.be/b9xQy7ByMOQ)  **(5 Minutes)**  **3. How to Lead High-Performing Teams?**  [**https://youtu.be/UK9zRVRl98g**](https://youtu.be/UK9zRVRl98g)  **(58 Minutes)**  **READING(S):**   1. **Manz, C. C., Pearce, C. L., & Sims, H. P. (2009). The ins and outs of leading teams: An overview. *Organizational Dynamics*, *38*(3), 179.**   **NOTE 1: DISCUSS MINI-CASE 12.2 --- *THEY DOMINATED THE CONVERSATION* --- (TOPIC: TEAM LEADERSHIP).** | | **PLOs 1,5,6/COs 1,4,5,6 /CLOs 1,3,4,5** |

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| **7.** | 1. **Leadership and Change.** | **Topic: Leadership and Change**  **VIDEO(S):**  **1. What is the Role of a Leader in Managing Change?**  [**https://youtu.be/ilV4aXySfzg**](https://youtu.be/ilV4aXySfzg)  **(7 Minutes)**  **2. John Kotter’s 8-Step Change Management Model.**  [**https://youtu.be/7qlJ\_Y8w5Yk**](https://youtu.be/7qlJ_Y8w5Yk)  **(4 Minutes)**  **3. Transformational Leadership and Change Management.**  [**https://youtu.be/3FatxcloYxw**](https://youtu.be/3FatxcloYxw)  **(49 Minutes)**  **READING(S):**   1. **Mansaray, H. E. (2019). The role of leadership style in organizational change management: a literature review. *Journal of Human Resource Management*, *7*(1), 18-31.**  * **DISTRIBUTE INDIVIDUAL TAKE-HOME ASSIGNMENT-3** | **PLOs 1 to 8/COs 1-6/CLOs 1-5** |
| **8.** | 1. **Power and Influence Tactics.** | **Topic: Power and Influence Tactics**  **VIDEO(S):**  **1. Power and Influence in Leadership.**  [**https://youtu.be/8cj-wTVnR3k**](https://youtu.be/8cj-wTVnR3k)  **(28 Minutes)**  **2. Influencing Tactics Used by Leaders.**  [**https://youtu.be/0d95vBWpLRI**](https://youtu.be/0d95vBWpLRI)  **(10 minutes)**  **3. How to Improve Your Skills to Influence Others.**  [**https://youtu.be/FG29BFBIIrA**](https://youtu.be/FG29BFBIIrA)  **(11 Minutes)**  **4. How to Gain Power and Influence?**  [**https://youtu.be/LC91IImgJN8**](https://youtu.be/LC91IImgJN8)  **(19 Minutes)**  **5. Power and Authority.**  [**https://youtu.be/RD0BUrlQlNk**](https://youtu.be/RD0BUrlQlNk)  **(23 Minutes)**  **READING(S):**  **Lines, R. (2007). Using power to install strategy: The relationships between expert power, position power, influence tactics and implementation success. *Journal of Change Management*, *7*(2), 143-170.** | **PLOs 1,2,5/COs 1,4,5/CLOs 1,3,4,5** |
| **9.** | **MID-TERM EXAM** | | | |
| **10.** | **Guest Speaker Session** | **TBA** | - | |
| **11.** | 1. **Managing Conflict.** | **Topic: Managing Conflict**  **VIDEO(S):**  **1. The Leader’s Role in Conflict.**  [**https://youtu.be/nBWzQvnU38Y**](https://youtu.be/nBWzQvnU38Y)  **(5 Minutes)**  **2. Responding to Conflict: Effective Leadership Techniques.**  [**https://youtu.be/hq0i7zhV8WI**](https://youtu.be/hq0i7zhV8WI)  **(1 Hour)**  **3. Leadership Traits for Managing Conflict.**  [**https://youtu.be/BkwBmBGHQ0U**](https://youtu.be/BkwBmBGHQ0U)  **(9 Minutes)**  **4. How to Handle Conflict with Your Boss?**  [**https://youtu.be/rLwjeUMKNLw**](https://youtu.be/rLwjeUMKNLw)  **(15 Minutes)**  **READING(S):**  **Doucet, O., Poitras, J., & Chênevert, D. (2009). The impacts of leadership on workplace conflicts. *International Journal of Conflict Management*, *20*(4), 340-354.** | **PLOs 1 to 8/COs 1-6/CLOs 1-5** | |
| **12.** | 1. **Leadership Ethics.** | **Topic: Leadership Ethics**  **VIDEO(S):**  **1. The Essential Need for Ethics in Leadership.**  [**https://youtu.be/djJvKYf98ns**](https://youtu.be/djJvKYf98ns)  **(5 Minutes)**  **2. Apple CEO Tim Cook on Ethical Leadership.**  [**https://youtu.be/3ygNKNaMv4c**](https://youtu.be/3ygNKNaMv4c)  **(3 Minutes)**  **3. Leadership and Ethics.**  [**https://youtu.be/w7eE\_0xC6dQ**](https://youtu.be/w7eE_0xC6dQ)  **(56 Minutes)**  **READING(S):**   1. **Knights, D., & O’Leary, M. (2006). Leadership, ethics and responsibility to the other. *Journal of Business Ethics*, *67*, 125-137.**   **NOTE 1: DISCUSS MINI-CASE 16.1 --- *A STRUGGLING COMPANY WITHOUT ENOUGH CASH* --- (TOPIC: LEADERSHIP ETHICS).** | **PLOs 1,5,6,7, 8/COs 1,5,6/CLOs 1,4,5** | |
| **13.** | **PROJECT PRESENTATIONS** | | | |

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| **14.** | **PROJECT PRESENTATIONS** |
| **15.** | **PROJECT PRESENTATIONS** |
| **16.** | **FINAL EXAM** |

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| **Primary Text Books:** |
| 1. Northouse, P. G.  (2013). *Leadership: Theory and Practice* (6th ed.). SAGE ISBN: 978‐81‐321-1007‐1 (PB) 2. Yukl, G. (2014). *Leadership in Organizations* (8th ed.). Pearson ISBN: 978-93-325-1813-1 3. Hughes, R. L., Ginnett, R. C. & Curphy, G. J. (2015). Leadership: Enhancing the Lessons of Experience (8th ed.). McGraw-Hill International ISBN: 978-981-4577-21-2 |
| **Supplementary Reading(s):** |
| 1. Spicker, P. (2012). “Leadership”: a perniciously vague concept. *International Journal of Public Sector Management*, *25*(1), 34-47. 2. Pidgeon, K. (2017). The keys for success: Leadership core competencies. *Journal of Trauma Nursing*, *24*(6), 338-341. 3. Gritzo, L., Fusfeld, A., & Carpenter, D. (2017). Success factors in R&D leadership. *Research* *Technology Management*, *60*(4), 43-52. 4. Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7. 5. Rennison, B. W. (2018). Theories of leadership. *Journal of Leadership and Management*, *13*, 185-199. 6. Lines, R. (2007). Using power to install strategy: The relationships between expert power, position power, influence tactics and implementation success. *Journal of Change Management*, *7*(2), 143-170. 7. Manz, C. C., Pearce, C. L., & Sims, H. P. (2009). The ins and outs of leading teams: An overview. *Organizational Dynamics*, *38*(3), 179. 8. Mansaray, H. E. (2019). The role of leadership style in organizational change management: a literature review. *Journal of Human Resource Management*, *7*(1), 18-31. 9. Doucet, O., Poitras, J., & Chênevert, D. (2009). The impacts of leadership on workplace conflicts. *International Journal of Conflict Management*, *20*(4), 340-354. 10. Knights, D., & O’Leary, M. (2006). Leadership, ethics and responsibility to the other. *Journal of Business Ethics*, *67*, 125-137. 11. Jaleha, A. A., & Machuki, V. N. (2018). Strategic leadership and organizational performance: A critical review of literature. *European Scientific Journal*, *14*(35), 124-149. |
| **Useful Online/Web Resources:** |
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**Individual Take-Home Assignments**

1. **What Are the Key Attributes of a Successful Leader, and How Can They Be Developed?**
2. **The Benefits of Servant Leadership in Business.**
3. **Building and Managing High-Performing Teams.**

**Appendix-1 Guidelines for Individual Take-Home Assignments**

1. **These are individual assignments.**
2. **Attempt the solution to the assignments based on the materials shared and discussed in the class.**
3. **Each of the three assignments is due for submission at the start of the class in the following week. NOTE: LATE SUBMISSIONS WILL NOT BE ACCEPTED.**
4. **Wordcount: 800-1,000.**
5. **Type written assignments are preferred, but neat, hand-written assignments are permitted.**
6. **Make sure to give the following information on the first page (title page) of the assignment:**
   * **Course Name**
   * **Assignment Number**
   * **Assignment Title (for example: For Assignment Number 2: The Benefits of Servant Leadership in Business)**
   * **Submitted to: [Name of the Instructor here]**
   * **Submitted by: [Student name with ID and Serial Number --- as given in the Attendance Portal]**
   * **Submitted on: [Day and date]**

**A specimen of the title page is given on the next page.**

**Note: All pages of an assignment to adopt the following page number format: page 1 of 5, page 2 of 5, ...**

**Course Name: Leadership Skills**

**Assignment Number: 1**

**Assignment Title: The Benefits of Servant Leadership in Business**

**Submitted to: Dr Irfan Amir**

**Submitted by: M. Usman Ahmad (F202…. Serial Number: 23)**

**Submitted on: Monday, February --, 2024**

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**University of Management and Technology**

**Appendix-2 Guidelines for the Group Course Project**

**The Final Project**

**The Project Theme:**

**“Helping a Child is Building a Nation”**

**Project Overview:**

**You will conduct any project that is related to the above theme. Your group will have to actually in reality have to execute this project i.e. “Go-Live”. It will not just be based on paper, but will come into real shape.**

**Project Purpose:**

**The main purpose of this project is to incorporate the skills and traits of Leadership that you have learnt in the course to a real time project. The other purpose is to help and support society by undergoing a sustainable intervention which has a carry-over effect and transforms the lives of less privileged children.**

**Final Project Outline:**

**Group Formations:**

* **As for the final project, you will constitute a group of five-six (5-6) Members per group depending on the class size.**

**Leadership Roles (Rotation Basis)**

* **At the commencement of the project work, each Group member will be in the leadership role for 1 Week, and this will keep on rotating till the end of the final project presentation. (e.g. Participant A will be the leader in Week 1 and remaining members B, C, D, E, F will be followers in Week 1. In Week 2, B will be the leader and A, C, D, E, F will be followers). The arrangement will continue till the end of the course.**

**Digital Folders (Google Drive)**

* **All groups will maintain a Digital folder on their Google drive, which I will have complete access to (View, Edit, Download etc.).**

**Weekly Meetings: (Recorded)**

* **Each group will hold Weekly Group meetings and record those for 2-3 minutes and upload on Google Drive in 1 separate folder, and will Share link with me for each meeting via email to access this drive completely.**
* **Each group leader will prepare the weekly meeting agenda for every week, and after the meeting, will prepare the Minutes of the Meeting / Meeting Brief which will include members who were present, members who were absent, key points discussed, key decisions taken, objectives for the next week, other remarks etc. Then they will upload these Minutes on the same Google drive folder (which I have access) on weekly basis. Furthermore, I will hold individual meetings with each group leader randomly to get a feedback/update on the workings of the other members of the group.**

**Evidence Based Activity/Reporting**

* **Each and every activity conducted in lieu of the final project has to be evidence-based activity (Pictures, Videos, minutes, receipts, documents, briefs, folder etc.)**
* **Show Evidence of work done in presentation e.g., receipts, original bills, bank transactions, visiting cards, etc. anything regarding proof of your project done practically.**

**Project Components/Tasks:**

**This project will have a minimum six phases. Each of the six leaders of the group can take the lead on execution of each part (based on consensus in the group).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase** | **Topic** | **Time Frame** | **Rollover Option** |
| **Phase I** | **Idea Screening** | **03 Days** | **No** |
| **Phase 2** | **Strategy Brief** | **01 Week** | **Yes** |
| **Phase 3** | **Financial Budgeting** | **02 Weeks** | **No** |
| **Phase 4** | **“Go Live”** | **03 Weeks** | **Yes** |
| **Phase 5** | **Leadership Lessons** | **02 Week** | **No** |
| **Phase 6** | **Project Presentations** | **As Scheduled** | **No** |

***Note: Roll Over Option***

* ***Rollover option in a phase means, that your major work has to be finished/locked in the designated timeframe given, but you can keep on updating/improving (rollover) your content in the upcoming weeks as well.***

**Details of Phases/Tasks**

**Phase I. Idea Screening**

**Each group member will come up with 01 Idea regarding the project and will prepare a 01 page brief on their individual Ideas. (So each group will first create 06 different Ideas.)**

**They will then hold a combined meeting and “pitch” their idea it to the rest of the group. The group will then shortlist/select 02 best workable Ideas from the collection of initial six (06) ideas with the updated detailed brief on each idea. Finally, I will review your idea sheets and Resource person will select any one of the two finalized ideas shortlisted. Your Idea Briefs should answer the questions What to do? Why you will do it?**

**Phase 2: Strategy Brief**

**Collection of Initial facts, data, concepts, theories that will build your project. This will be your basic project paper working that will develop / shape your project that eventually will be practically executed by your group. Please note you will keep on adding the project documentation parts throughout the project. How will it be executed? What will be your overall strategy for this project and most importantly how will this project be Sustainable, what will be the tangible benefits to the society at large? This section should specially start with Objectives, KPIs, OKRs (objectives and Key Results).**

**Phase 3: Financial Budgeting**

**This phase will work on all the real time Financial Requirements, budgeting, expense forecasting and most importantly how will you arrange real time funding for this project.**

**Two important financial statements are required for this stage.**

1. **Forecasted financial statement (as per real format). This will be made in Phase 3**
2. **Actual financial statement of revenues and expenses incurred (as per real format). This will be made at the end of phase 4 and Phase 5.**

**Financial Funding:**

**Most students start projects by pooling in their own personal contributions. Though this may be allowed, but is NOT encouraged as project sustainability jeopardizes due to this approach. You should try to think of generating financial assets from outside sources (official funding, donations, sponsorships etc. along with proof and evidence of money trails. As a rule, funding’s contributed internally between group members cannot exceed more than 30% of total project actual cost.**

**Important Disclaimer: It is not allowed to undergo a funding or donation drive inside UMT unless and until formal written permission is taken from the concerned office. Furthermore, it is strictly prohibited to use any logo of either UMT or HSM or any School/Institution of UMT to collect donations or fundings.**

**Phase 4: “Go Live”**

**Now you will actually start to execute your project-“Go Live”. Your project will take up practical shape with tangible outcomes, setting up shop, Allocation/appropriation of real time budgets, building the community, showing your presence etc.**

**Phase 5: Leadership Lessons**

**In this stage you will co-relate all the Leadership lessons in terms of leadership traits, skills, concepts, theories, applications etc. that were applied (practically) for the overall execution of this project. You will also come up with the overall real time Tangible benefits (Value Creation) and the challenges/hurdles that your project experienced during the real time execution of this project. This is a very important phase.**

**Submission deadline for all groups of complete final project is End of Week 12 of the course. Final presentations will commence from session 13.**

**Phase 6: Project Presentations (As Scheduled)**

**The last three weeks) will be allocated to the final project presentations by each group. This will entail the following:**

* **Project Portfolio (Meeting minutes, evidence, …)**
* **Project Report (Phase-wise --- six phases)**
* **Real Execution Evidence**
* **Final Project Presentation (Formal)**

***Important:***

* **All Ideas will be compared on Similarity Index and plagiarism.**

**Appendix-3: Guidelines on How to Analyze a Case Study**

**A case study helps students learn by immersing them in a real-world business scenario where they can act as problem-solvers and decision-makers. The case presents facts about a particular organization. Students are asked to analyze the case by focusing on the most important facts and using this information to determine the opportunities and problems facing that organization. Students are then asked to identify alternative courses of action to deal with the problems they identify.**

**A case study analysis must not merely summarize the case. It should identify key issues and problems, outline and assess alternative courses of action, and draw appropriate conclusions. The case study analysis can be broken down into the following steps:**

1. **Identify the most important facts surrounding the case.**
2. **Identify the key issue or issues.**
3. **Specify alternative courses of action.**
4. **Evaluate each course of action.**
5. **Recommend the best course of action.**

**Let us look at what each step involves.**

1. ***Identify the most important facts surrounding the case.***

**Read the case several times to become familiar with the information it contains. Pay attention to the information in any accompanying exhibits, tables, or figures. Many case scenarios, as in real life, present a great deal of detailed information. Some of these facts are more relevant than others for problem identification. One can assume the facts and figures in the case are true, but statements, judgments, or decisions made by individuals should be questioned. Underline and then list the most important facts and figures that would help you define the central problem or issue. If key facts and numbers are not available, you can make assumptions, but these assumptions should be reasonable given the situation. The "correctness" of your conclusions may depend on the assumptions you make.**

1. ***Identify the key issue or issues.***

**Use the facts provided by the case to identify the key issue or issues facing the company you are studying. Many cases present multiple issues or problems. Identify the most important and separate them from more trivial issues. State the major problem or challenge facing the company. You should be able to describe the problem or challenge in one or two sentences. You should be able to explain how this problem affects the strategy or performance of the organization.**

**You will need to explain why the problem occurred. Does the problem or challenge facing the company comes from a changing environment, new opportunities, a declining market share, or inefficient internal or external business processes? In the case of information systems-related problems, you need to pay special attention to the role of technology as well as the behavior of the organization and its management.**

**Information system problems in the business world typically present a combination of management, technology, and organizational issues. When identifying the key issue or problem, ask what kind of problem it is: Is it a management problem, a technology problem, an organizational problem, or a combination of these? What management, organizational, and technology factors contributed to the problem?**

* + **To determine if a problem stems from management factors, consider whether managers are exerting appropriate leadership over the organization and monitoring organizational performance. Consider also the nature of management decision-making: Do managers have sufficient information for performing this role, or do they fail to take advantage of the information that is available?**
  + **To determine if a problem stems from technology factors, examine any issues arising from the organization's information technology infrastructure: its hardware, software, networks and telecommunications infrastructure, and the management of data in databases or traditional files. Consider also whether the appropriate management and organizational assets are in place to use this technology effectively.**
  + **To determine the role of organizational factors, examine any issues arising from the organization's structure, culture, business processes, work groups, divisions among interest groups, relationships with other organizations, as well as the impact of changes in the organization's external environment-changes in government regulations, economic conditions, or the actions of competitors, customers, and suppliers.**

**You will have to decide which of these factors—or combination of factors—is most important in explaining why the problem occurred.**

1. ***Specify alternative courses of action.***

**List the courses of action the company can take to solve its problem or meet the challenge it faces. For information system-related problems, do these alternatives require a new information system or the modification of an existing system? Are new technologies, business processes, organizational structures, or management behavior required? What changes to organizational processes would be required by each alternative? What management policy would be required to implement each alternative?**

**Remember, there is a difference between what an organization "should do" and what that organization actually "can do". Some solutions are too expensive or operationally difficult to implement, and you should avoid solutions that are beyond the organization's resources. Identify the constraints that will limit the solutions available. Is each alternative executable given these constraints?**

1. ***Evaluate each course of action.***

**Evaluate each alternative using the facts and issues you identified earlier, given the conditions and information available. Identify the costs and benefits of each alternative. Ask yourself "what would be the likely outcome of this course of action? State the risks as well as the rewards associated with each course of action. Is your recommendation feasible from a technical, operational, and financial standpoint? Be sure to state any assumptions on which you have based your decision.**

1. ***Recommend the best course of action.***

**State your choice for the best course of action and provide a detailed explanation of why you made this selection. You may also want to provide an explanation of why other alternatives were not selected. Your final recommendation should flow logically from the rest of your case analysis and should clearly specify what assumptions were used to shape your conclusion. There is often no single "right" answer, and each option is likely to have risks as well as rewards.**