

**Course: Leadership Skills (MG 360)**

**Resource Person**: Mr. Azhar Manzoor

**Areas of interest:** Public Policy Analysis and Governance, Local Government Public Service Delivery, Public Management

**Contact hours: B: Monday (12.30-3.15 pm)**

**A: Friday (2.00-4.45 pm)**

**Email:** azhar.manzoor@umt.edu.pk. Welcome to discuss academic matters or seek appointment through email.

**Venue**: **A: SHS-109 and B: IS-29**

**Course Objective**

The course is designed to expose students to concepts, theories and skills related to leadership. It examines the role of leaders in present day complex situations. Leadership competencies will be introduced and developed in individual, team, organization and inter organization context. Through experiential learning, students will apply concepts to self, others (team members) and leaders.

**Learning Outcomes**

1. To understand leadership as a trait as well as a process
2. To be able to apply various leadership models and approaches for the benefit of individuals, groups and organizations
3. To understand yourself and others team members, and leaders
4. To develop leadership skills and knowledge in various roles and contexts
5. To compare and contrast leadership and management
6. To enable students in identifying their individual leadership skills and polish leadership style
7. To identify, understand and evaluate leadership problems and possibilities

**PART I - COURSE STRUCTURE**

**Course Requirements:**

Your grade will be determined as follows:

**Grading**

1. **Group paper and Presentation** (1000-1500 words) **10 %**
2. **Class Participation and Discussion, Quizzes– 5%+10%**

Please be prepared to participate in class discussions and quick question session. This means, of course, thoroughly reading assigned material

3**) Attendance (linked to Presentations)-5 %**

4) **Mid-term exams – 30 %**

5) **Final exams** **– 40 %**

Total 100%

**The evidenced based research report**

We will have a brain-storming session, where students’ ideas will be moderated by the resource person to generate and refine research topic(s) from students’ observations of the leaders in public and not-for-profit organizations, citizens and society at large.

**Grading criteria**

1. Understanding of the topics
2. Ability for Critical Thinking
3. Initiative in asking questions and expressing
4. Coherent organization of content
5. Scholarship (citations and references where appropriate)
6. Adherence to Research Methods
7. Academic Integrity

**All assignments and material must be turned in by the dates assigned. Please plan accordingly!**

**1. The evidenced based research report**

This is the cornerstone of the course. The paper must reflect two things: group synergy, and the ability to apply the acquired knowledge

**2. Class Participation, Discussion, Presentations**

 This whole activity is crucial for better grades, therefore, come prepared to the class for discussion and studied response

**3. On the spot test**

Readings are the most important part of the course. In order to assess the students’ understanding of topics and receive feedback on reading, on-the-spot-test can be taken. This will be treated in conjunction with class participation

**4. Attendance**

Be regular and punctual. If you do not attend, you cannot participate. Plan personal vacation, social commitments, and travel around the class schedule

**5. Readings**

There are readings for each topic. I will provide hard copies of the readings; these readings are designed to help you think about the topic critically

**6. Timelines**

Please adhere to the timelines

**Academic Integrity Policy:** Academic integrity is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one’s own) in their academic work. **The Academic Integrity Policy contains strict sanctions, including expulsion, for all forms of academic dishonesty. Students found guilty of violating other UMT norms, such as engaging in moral and ethical misconduct, or in actions that are harmful to others or threaten the orderliness and wellbeing of the campus, are subject to equally strict sanctions in accordance with these norms and UMT regulations.**

**Make-up Exams and Late Assignments:** There will be no make-up exams, unless there is a valid (documented) reason for not taking the scheduled exams, and prior arrangements have been made with the instructor. Five percent of the grade will be deducted for each day an assignment is late.

**PART II - COURSE OUTLINE, READINGS,**

**LEARNING MODES, SCHEDULE**

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| **Class/ Date** | **Topic** | **Readings (mandatory)** | **REMARKS** |
| 1 | Course introduction, overview of the course and the road mapIntroduction to Leadership.Leadership defined: Process, Assigned & Emergent.Self-awareness exercise |  | Readings will be provided |
|  2 | Who is a leader?Case studyLeadership traitsSelf-awareness exercise | Ch.1 Lussier and Achua |  |
| 3 | Leadership TraitsIngraham, P. W., & Getha-Taylor, H. (2004). Leadership in the public sector: Models and assumptions for leadership development in the federal government. *Review of Public Personnel Administration*, *24*(2), 95-112. | Ch.2 Lussier and AchuaArticle |  |
| 4 | Leadership Behavior and MotivationCase studyFiaz, M., Su, Q., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas*, *51*(4), 143-156. | Ch.3 Lussier and AchuaArticle**Assignment 1 (due 02 Nov 2020)** | Small group learning |
| 5 | Influencing: Power, Politics, Networking and NegotiationSelf-awareness exerciseCase Study | Ch.4 Lussier and Achua**Quiz 1 (09 Nov 2020)** | Small group learning |
| 6 | Contingency leadership theoriesNiaz, I. (2011). Advising the State: Bureaucratic Leadership and the Crisis of Governance in Pakistan, 1952—2000. *Journal of the Royal Asiatic Society*, 41-53. | Ch.5 Lussier and AchuaArticle  **Presentation 1 (16 Nov 2020)**  | Small group learning |
| 7 | Leader-Member Exchange and FollowershipTrottier, T., Van Wart, M., & Wang, X. (2008). Examining the nature and significance of leadership in government organizations. *Public administration review*, *68*(2), 319-333. | Ch.7 Lussier and AchuaArticle**Assignment 2 (due 23 Nov 2020)** | Small group learning |
| 8 | Leader-Member Exchange and Followership | Ch.7 Lussier and Achua |  |
| 9 | **MID TERM** |  |  |
| 10 | Team LeadershipCharismatic and Transformational LeadershipLeadership of Culture | Ch.8/9/10 Lussier and Achua(selected topics) | Small group learning |
| 11 | Understanding Public Leadership |  Paul’t Hart and John Uhr (Book 3, p.1-22) |  |
| 12 | Is Public Sector Leadership Distinct? | Mau (Book 2, p. 313-339)**Quiz 2 (28 Dec 2020)** |  |
| 13 | Distributed Authority in Democracy: The Lattice of Leadership Revisited | John Uhr (Book 3, p.37-44) **Assignment 3 (due 04 Jan 2021)** |  |
| 14 | Ethical Leadership in Public-Private Partnerships | Johnson and Gudergan (Book 2, p.276-293)**Project (due 11 Jan 2021)** |  |
| 15 |  **(Looking back)** Learning outcomes: the students will be able to fully comprehend and apply /Review and wrap up |  |  |

**Text Book**

1. Lussier & Achua, leadership: Theory, Application and Skill Development, Cengage Learning.
2. Raffel, J. A., Leisink, P., & Middlebrooks, A. E. (Eds.). (2009). *Public sector leadership: International challenges and perspectives*. Edward Elgar Publishing.
3. Uhr, J., & t Hart, P. (2008). *Public leadership: perspectives and practices* (p. 283). ANU Press.

Any changes to this schedule will be informed through portal/in class announcements.

University policies and rules are to be observed at all times.

**The Grading system**

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| **Letter Grades** | **Grade Points** |
| A+/A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| F | 0.0 |