



Course:	Principles of Leadership		
Coursecode:	MG3033	Year/Semester:	3-4/5-8th
Program:	Bachelor of Business Administration)	Units/CrHrs:	3
Department:	FAST School of Management	Instructor:	
CourseType:	Elective	Email:	
Pre-Requisite(s):	None	Phone:	
PreparedBy:		ConsultationHours:	
ApprovedBy:		ApprovalDate:	

COURSE DESCRIPTION

This course is designed to give a complete, integrative and practical approach to leadership. This outlines the conceptual framework of the basis of leadership through a detailed discussion of leadership theories and presents students with the opportunity to comprehend what it takes to influence and empower others. The course will provide an insight into various aspects of leadership, including vision, goals & objectives, motivation, decision-making, time management, team building, conflict, morals and ethics, dealing with change, communication skills, and diversity issues. In addition, this course provides a link between our understanding of essential elements of successful leadership with the practical demands and challenges, and skill development required to inspire, motivate and lead others.

COURSE OBJECTIVES

1	Analyse the importance of motivation, power, and team dynamics for effective leadership.
2	Conduct effective negotiation by using appropriate strategies.
3	Learn how to communicate effectively to develop relationships, work across differences, receive and integrate feedback into decision-
4	Consider the role of cultural values and attitudes in determining how to deal with employees from different cultures and backgrounds and appreciate the presence of diversity.

COURSE LEARNING OUTCOMES

LO#	Learning Outcome Statement	Program Objective	Bloom's Taxonomy Level
LO1	Apply the basic concepts of motivation and leadership.	1, 13	Apply
LO2	Apply the different types and theories of leadership.	1, 2, 13	Apply
LO3	Analyze using communication concepts in relationship to leadership	13	Analyze
LO4	Apply leadership concepts in relation to followers and teams.	1, 13	Apply

* Only the highest level of Bloom's Taxonomy is written. It is assumed that in order to attempt the higher level, student would already have achieved the lower level.

LEARNING OUTCOME ASSESSMENT STRATEGY

Assessment Tool	LO1	LO2	LO3	LO4
Quizzes	10	10	0	0
Assignments / Projects	30	45	50	80
Mid Term-I	35	0	0	0
Mid Term-II	5	05	40	10
Final Exam	20	40	10	10

* Percentages are meant to be viewed vertically

COURSE CONTENTS

LO / Session	Contents
LO1 Session 1	Overview of Syllabus, The Need for Leadership, The New Reality for Leaders
LO1 Session 2-4	How Leadership differs from Management The Trait and Behavior Approach Individualized Leadership

Course Outline
FAST School of Management
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LO1 Session 5-6	The Contingency Approach, Hersey and Blanchard's Theory, Fiedler's Contingency Model Path-Goal Theory, The Vroom-Jago contingency Model
LO1 Session 7-8	The Secret Ingredient for Leadership Success, Social Perception and Attributions Cognitive Differences
LO 1 Session 9-10	Leading with Head and Heart, Developing a Leader's Mind, Emotional Intelligence Leading with Love Versus Leading with Fear
LO1 Session 12-13	Moral Leadership Today Leading with Courage
LO4 Session 14	Followership
LO1 Session 15-16	Leadership and Motivation, Empowering People to Meet Higher Needs
LO3 Session 17-18	How leaders Communicate, Leading strategic Conversations Communicating to Persuade and Influence
LO4 Session 19-20	The Value of Teams, The Dilemma for Team Members, leading Teams to High Performance What Team Members Must Contribute, Leading a Virtual Team
LO2 Session 21	Leading People who aren't Like You, Challenges Minorities Face, Social Value Systems
LO2 Session 23-24	Becoming an Inclusive Leader, Ways to Encourage the Advancement of Women and Minorities Four Kinds of Influential Leadership, Using hard Versus Soft Power
LO2 Session 25--26	Increasing Power through Political Activity Organizational Culture, Cultural Leadership
LO2 Session 27-28	Ethical Values in Organizations, Value-Based Leadership Leadership means Leading Change, A Framework for Change
LO2 Session 29-30	Leading Creativity for Change Charismatic and Transformational Leadership

*Reading assignments may be also scheduled in the sessions. Please be well-prepared.

**Sessions may also involve activities to enhance understanding

INDIGENOUS MATERIAL USED		
S. No	Material /Activity	Associated Topic
1.	Asrar-ul-Haq, M., & Kuchinke, K. P. (2016). Impact of leadership styles on employees' attitude towards their leader and performance: Empirical evidence from Pakistani banks. <i>Future Business Journal</i> , 2(1), 54-64. https://doi.org/10.1016/j.fbj.2016.05.002	Leadership styles
2.	Saeed, T., Almas, S., Anis-ul-Haq, M., & Niazi, G. S. K. (2014). Leadership styles: relationship with conflict management styles. <i>International Journal of Conflict Management</i> , 25(3), 214-225. https://doi.org/10.1108/ijcma-12-2012-0091	
3.	Advani, A. (2015). Impact of transformational and transactional leadership styles on employees' performance of banking sector in Pakistan. <i>Global Journal of Management and Business Research: Administration and Management</i> , 15(5). Available at SSRN: https://ssrn.com/abstract=2669416	

TEXTBOOK&REFERENCEMATERIAL

Textbook:

- Daft, R. L., & Lane, P. G. (2011). *The Leadership experience* (5th ed). Australia: South-Western Cengage Learning.
- Yukl, G. A. (2013). *Leadership in organizations* (8th ed). Essex, England: Pearson Education Limited.

ReferenceBooks:

Course Outline

FAST School of Management

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- Northouse, P. G. (2015). *Introduction to leadership: Concepts and practice*. Sage Publications.
- Students are encouraged to articles on leadership

ADMINISTRATIVE INSTRUCTIONS

GRADING POLICY

Grading Mechanism	Weight
Announced/Surprise Quizzes	10
Assignments / Project	15%
Project	0%
Class Participation/Attendance	5%
Mid Term I	10%
Mid Term II	10%
Final Exam	50%

* No quizzes are allowed in Fall, 2020 due to Covid-19 restrictions.

Grading Criteria		
ABSOLUTE Grading	<input checked="" type="checkbox"/>	RELATIVE Grading
** Final Grading will be relative grading.		

Class Policies

- Please note that any exception for one student is unfair to all other students, so don't expect any.
- Please turn off and store away cell phones, Ipads, laptops, and other electronic devices.
- Talking during lecture is not permitted. It is disrespectful and disruptive to other class members and the instructor.
- If you miss a class, it is your responsibility to determine what was covered including any administrative announcements.

Studying

The proper way of studying for this class is following ADA policy; a short description of the same is as follows

- Ahead of the class, it is expected that you have read the relevant chapters from the textbook;
- During the class you are expected to follow the lecture, take notes and ask questions; and
- After every class you would review your notes and solve the end of chapter exercises and read the textbook.

An extensive set of practice problems is placed on the Xeon Server, make sure you cover them all. We might set a tutorial session from time to time to answer your queries about the problems/practice sets.

Attendance Policy

As you can see, almost every other session is a different topic and as such missing any classes will result in huge setback as you will lose substantial course content. Besides, owing to the interactive nature of the course, attendance is crucial. Therefore, only under unavoidable circumstances, student should think of missing a class. *See university policy on minimum attendance allowed for final exams.*

Scholastic Dishonesty

In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates.

What exactly is plagiarism?

- Plagiarism is a form of cheating.
- Plagiarism is using someone else's ideas or words and saying they are your own.

If you use material from a text and do not acknowledge the source, you are committing plagiarism.

Specifically, these behaviours are often regarded as plagiarism:

- Copying directly from a text, acknowledging the source but pretending that you are paraphrasing.
- Paraphrasing or copying directly from a text without acknowledging the source.
- Copying from another student's assignment with or without the student's knowledge.

The following behaviours are regarded as misconduct:

- Submitting the same assignment in two different papers.
- Getting someone else to write an assignment for you.

You are also involved in misconduct if you:

- Let another student copy from your own work.



Course Outline

FAST School of Management

National University of Computer & Emerging Sciences Lahore Campus

- Write an assignment for another student.

Students who violate the rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. *Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly and actively enforced.*