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| Course Code | UJK20501T | Course Name | Leadership and Management Skills | Course Category | JK | Life Skill Courses | L | T | P | C |
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| Pre-requisite Courses | Nil | Co-requisite Courses | Nil | Progressive Courses | Nil |
| Course Offering Department | Career Development Centre | Data Book / Codes/Standards | - | | |

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| Course Learning Rationale (CLR): | | The purpose of learning this course is to: | | | Learning | | | Program Learning Outcomes (PLO) | | | | | | | | | | | | | | |
| CLR-1 : | help students to develop essential skills to influence and motivate others | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| CLR-2 : | Inculcate emotional and social intelligence and integrative thinking for effective leadership | | | | Level of Thinking (Bloom) | Expected Proficiency (%) | Expected Attainment (%) | Fundamental Knowledge | Application of Concepts | Link with Related Disciplines | Procedural Knowledge | Skills in Specialization | Ability to Utilize Knowledge | Skills in Modeling | Analyze, Interpret Data | Investigative Skills | Problem Solving Skills | Communication Skills | Analytical Skills | ICT Skills | Professional Behavior | Life Long Learning |
| CLR-3 : | create and maintain an effective and motivated team to work for the society | | | | | | | L | M | H | - | M | M | - | - | - | M | H | L | - | H | H |
| CLR-4 : | nurture a creative and entrepreneurial mindset | | | | | | | L | M | H | - | M | M | - | - | - | M | H | L | - | H | H |
| CLR-5 : | make students understand the personal values and apply ethical principles in professional and social contexts | | | | | | | L | M | H | - | M | M | - | - | - | M | H | L | - | H | H |
| CLR-6 : | manage competency-mix at all levels for achieving excellence with ethics | | | | | | | L | M | H | - | M | M | - | - | - | M | H | L | - | H | H |
| | | | | | | | | L | H | H | - | M | M | - | - | - | M | H | L | - | H | H |
| Course Learning Outcomes (CLO): | | At the end of this course, learners will be able to: | | | | | | | | | | | | | | | | | | | | |
| CLO-1 : | examine various leadership models and understand / assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision | | | | 3 | 80 | 75 | | | | | | | | | | | | | | | |
| CLO-2 : | learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc | | | | 3 | 80 | 75 | | | | | | | | | | | | | | | |
| CLO-3 : | understand the basics of entrepreneurship and develop business plan | | | | 3 | 75 | 70 | | | | | | | | | | | | | | | |
| CLO-4 : | apply the design thinking approach for leadership | | | | 3 | 75 | 70 | | | | | | | | | | | | | | | |
| CLO-5 : | appreciate the importance of ethics and moral values for making of a balanced personality | | | | 3 | 75 | 70 | | | | | | | | | | | | | | | |
| CLO-6 : | be an integral human being | | | | 3 | 75 | 70 | | | | | | | | | | | | | | | |

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| Duration (hour) | 6 | 6 | 6 | 6 | 6 |
| S-1 | SLO-1 Leadership - definition | Team building | Management – definition | Women in management | Entrepreneurship |
| | SLO-2 Leadership – qualities | Team dynamics | Manager – traits | Global gender perspective in business. Do women make good managers? - discussion | Entrepreneurship |
| S-2 | SLO-1 Leadership – styles | Work delegation | Scheduling work | Confronting problems faced by women managers – case study | Successful Indian entrepreneurs – case study |
| | SLO-2 Leadership – styles | Work delegation – activity | Scheduling work – activity | Confronting problems faced by women managers – case study | Successful Indian entrepreneurs – case study |
| S-3 | SLO-1 Difference between leader and boss | Decision making | Strategic planning | Successful women managers – documentary screening | Successful women entrepreneurs – case study |

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| | SLO-2 | Case study (based on leadership styles) | Decision making - activity | Strategic planning | Successful women managers – documentary screening | Successful women entrepreneurs – case study |
| S-4 | SLO-1 | Case study (based on leadership styles) | Motivation | Change management | Women labour force in work place | Ethics – definition |
| | SLO-2 | Case study (based on leadership styles) | Motivating for results | Change management – activity | Problems faced by women labour force in work place - case study | Corporate ethics |
| S-5 | SLO-1 | Leadership in diverse organizational structures, cultures and communications | Argumentation, Persuasion | Energy management | Sexual harassment of women at workplace (prevention, prohibition, and redressal) Act, 2013 | Essential elements of business ethics |
| | SLO-2 | Leadership in diverse organizational structures, cultures and communications | Negotiation , Networking | Novel ways to manage energy in work place – activity | Documentary screening - Sexual harassment of women at workplace | Activity (students formulate ethical code of their business organization) |
| S-6 | SLO-1 | Leading the organisation through stability and turbulence | Budget planning | Work force management | Transgender persons protection of rights act, 2019 | Ethical dilemma |
| | SLO-2 | Case study | Taking risk | Grievance redressal policy in organisations | Documentary screening –based on inclusiveness of the third gender in workplace | Ethical dilemma - case study |

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| Learning Resources | <ol style="list-style-type: none"> 1. Craig E Johnson, Meeting the ethical challenges of leadership, Sage publications, 2018 2. Allan R Cohen, David L Bradford, Influence without authority, Wiley, 2018 3. T V Rao, Managers who make a difference: Sharpening your management skill, Random house India, 2016 4. Alexander Osterwalder, Business Model Generation, Wiley, 2013 5. Deborah Tannen, Talking from nine to five: Women and men in the workplace, Harper Collins publishers, 2010 6. Amish Tandon, Law of sexual harassment at workplace: Practice and procedure, Niyogi books, 2017 7. Rashmi Bansal, Connect the dots, Westland books, 2012 |
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| Learning Assessment | | | | | |
|---------------------|---------------------------|---|-------------|-------------|----------------|
| Level | Bloom's Level of Thinking | Continuous Learning Assessment (100% weightage) | | | |
| | | CLA-1 (20%) | CLA-2 (20%) | CLA-3 (30%) | CLA-4 (30%) ## |
| | | Theory | Theory | Theory | Theory |
| Level 1 | Remember | 10% | 10% | 30% | 15% |
| | Understand | | | | |
| Level 2 | Apply | 50% | 50% | 40% | 50% |
| | Analyze | | | | |
| Level 3 | Evaluate | 40% | 40% | 30% | 35% |
| | Create | | | | |
| | Total | 100 % | 100 % | 100 % | 100 % |

CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

| Course Designers | | |
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| Experts from Industry | Experts from Higher Technical Institutions | Internal Experts |
| 1. Ajay Zener, Director, Career Launcher | - | 1. Ms Sindhu Thomas B, Assistant Professor & Head in Charge, CDC, FSH, SRMIST |
| | | 2. Mr Rajsekar, Assistant Professor, CDC, FOM, SRMIST |

