



INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

MASTER OF BUSINESS ADMINISTRATION

COURSE INFORMATION SHEET

Course Title	LEADERSHIP AND CHANGE MANAGEMENT			
Course Code	CMB424			
Programme	MBA			
Semester	IV			
Course Type	PROFESSIONAL ELECTIVE - VI			
Regulation	IARE-R16			
Course Structure	Lectures	Tutorials	Practicals	Credits
	3	1	-	4
Course Coordinator	Ms. Surabhi Lakshmi, Assistant Professor, MBA			
Course Faculty	Ms. Surabhi Lakshmi, Assistant Professor, MBA			

I. COURSE OVERVIEW:

In this course, students will learn how to understand the fundamentals of managing and bringing about positive change within a business environment. Organizations move through a number of identifiable stages as they grow and develop. In some cases these changes are planned, in others they are unplanned. Sometimes the forces for change come from within the organization and at other times they will be caused by external forces or influences. The need for organizations to meet and to cope with changing conditions requires innovation, creativity and flexibility.

II. COURSE PRE-REQUISITES:

Level	Course Code	Semester	Prerequisites	Credits
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III. MARKS DISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
Leadership and Change Management	70 Marks	30 Marks	100

SEMESTER END EXAMINATION (SEE):

The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into FIVE units and each unit carries equal weight age in terms of marks distribution. The question paper pattern is as follows: Two full questions with 'either' 'or' choice will be drawn from each unit. Each question carries 14 marks.

CONTINUOUS INTERNAL ASSESSMENT (CIA):

CIA is conducted for a total of 30 marks, with 25 marks for Continuous Internal Examination (CIE) and 05 marks for Quiz / Alternative Assessment Tool (AAT).

CONTINUOUS INTERNAL EXAMINATION (CIE):

The CIE exam is conducted for 25 marks of 2 hours duration consisting of two parts. Part–A shall have five compulsory questions of one mark each. In part–B, four out of five questions have to be answered where, each question carries 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

QUIZ / ALTERNATIVE ASSESSMENT TOOL (AAT):

Two Quiz exams shall be online examination consisting of 20 multiple choice questions and are to be answered by choosing the correct answer from a given set of choices (commonly four). Marks shall be awarded considering the average of two quizzes for every course. The AAT may include seminars, assignments, term paper, open ended experiments, micro projects, five minutes video and MOOCs.

IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

√	CHALK & TALK	√	QUIZ	√	ASSIGNMENTS	X	MOOCs
√	LCD / PPT	√	SEMINARS	√	MINI PROJECT	X	VIDEOS
X	OPEN ENDED EXPERIMENTS						

V. ASSESSMENT METHODOLOGIES – DIRECT:

√	CIE EXAMS	√	SEE EXAMS	√	ASSIGNMENTS	√	SEMINARS
X	LABORATORY PRACTICES	X	STUDENT VIVA	X	MINI PROJECT	X	CERTIFICATION
X	TERM PAPER						

VI. ASSESSMENT METHODOLOGIES – INDIRECT:

√	ASSESSMENT OF COURSE OUTCOMES (BY FEEDBACK, ONCE)	√	STUDENT FEEDBACK ON FACULTY (TWICE)
√	ASSESSMENT OF MINI PROJECTS BY EXPERTS		

VII. COURSE OBJECTIVES:

The course should enable the students to:

- I. Demonstrate knowledge in strengthening the organisation, empowering individuals and promoting accountability and ownership principles.
- II. Recognize the people for new challenges make change happen, seek and act on opportunities and improve and enhance the way things are done.
- III. Provide leaders and managers with clear insights on how to effectively motivate people through corporate culture or organisational change.
- IV. Understand the intricate relationship between the strategic business plan of the organization and the role of organization development.

VIII. COURSE LEARNING OUTCOMES:

Students, who complete the course, will have demonstrated the ability to do the following:

S. No	Description
CMB0424.01	Identify the emotions, responses, and needs experienced during the exploration phase, and the strategies to manage the exploration phase.
CMB0424.02	Develop the skills needed to support innovation and improvement.
CMB0424.03	Develop the planning skills needed to introduce and implement positive change
CMB0424.04	Use consultative processes to reduce the barriers to change

CMB0424.05	Recognize the behaviors and traits of a change leader, and the role of resilience during change.
CMB0424.06	Understand the role of change in organizational success.
CMB0424.07	Understand the misconceptions about change and the importance and benefits of change.
CMB0424.08	Identify the obstacles to change including resistance and negative reactions to change, empower employees
CMB0424.09	Begin managing change by encouraging creativity and commitment to change in employees, using effective communication and listening skills, and controlling the grapevine.
CMB0424.10	Manage the stress associated with change
CMB0424.11	Understand the fundamentals of managing change by identifying the levels of change
CMB0424.12	Identify the steps of a change process, analyze a change situation
CMB0424.13	Recognize the truths and misconceptions about change, differentiate between change and transition
CMB0424.14	Monitor the outcomes of change that effects the organisation structure.
CMB0424.15	Identify the information required during and the common responses to the new beginnings phase, as well as strategies to manage the new beginnings phase.
CMB0424.16	Analyze and evaluate problems associated with change in organizations.
CMB0424.17	Identify failure, and monitor the progress of a change.

IX. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes		Level	Proficiency assessed by
PO1	Ability to apply management fundamentals in practical world	H	Lectures and Assignments
PO2	An ability to identify, formulate and solve managerial problems.	H	Assignments
PO3	Demonstrate abilities such as initiative taking and innovative thinking in their acts.	H	Paper presentation
PO4	An ability to function effectively on multi-disciplinary teams.	N	----
PO5	To inculcate zeal of self learning	S	Guest Lectures
PO6	Enhancing entrepreneurship abilities so that the students are induced to undertake independent ventures	H	Lectures and Assignments
PO7	An ability to understand professional and ethical responsibility	S	Lectures and Assignments
PO8	An ability to communicate effectively.	S	Lectures and Guest lectures
PO9	Enhancing knowledge of contemporary issues.	S	Assignments
PO10	Recognition of the need for and an ability to engage in life-long learning	H	Lectures and Assignments
PO11	An ability to understand the impact of managerial solutions in a global, economic, environmental and societal context.	N	----
PO12	Ensuring holistic development of students.	S	Assignments

N= None

S= Supportive

H = Highly Related

X. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED:

Program Specific Outcomes		Level	Proficiency assessed by
PSO1	Able to utilize the knowledge of management practices in innovative, dynamic and challenging environment in the organizations.	H	Lectures, Assignments
PSO2	Create value through identifying customer needs and implementing integrated production and distribution of goods, services and information.	N	----
PSO3	Can develop capacity to adapt and innovative to solve problems, to cope with unforeseen events and to manage in unpredictable environments.	S	Guest Lectures and Visiting Industries
PSO4	An understanding of social awareness and environmental wisdom along with ethical responsibility to have a successful career and to sustain passion and zeal for real world applications using optimal resources as an Entrepreneur.	H	Guest Lecture

N - None

S - Supportive

H - Highly Related

XI. SYLLABUS:

<p>UNIT – I INTRODUCTION AND SKILLS APPROACH TO LEAD Definition, components of leadership, trait approach to leadership, strengths, criticisms, applications, skills approach to leadership Ohio state studies, Michigan studies, Blake and mouton’s leadership gird, strengths, criticisms, applications.</p>
<p>UNIT – II CONTINGENCY LEADERSHIP Contingency theory description, leadership styles, situational variables, strengths and criticisms, applications of contingency approach, path-goal theory, strengths, criticisms applications.</p>
<p>UNIT – III TRANSFORMATIONAL LEADERSHIP A model of transformational leadership, how does transformational leadership defined, strengths, criticisms, applications. Servant leadership, definition ten characteristics of servant leader, historical basis, strengths, criticisms and applications.</p>
<p>UNIT – IV ORGANIZATIONAL DESIGN AND CHANGE Strategic level change, group and team level change, and individual level change. Organizational structure, organizational culture and management of change, change communication, resistance to change, organizational learning, power, politics and organizational change, ethics and managing change, change agents and agency.</p>
<p>UNIT – V EMPLOYEE RELATIONS AND MANAGING CHANGE The management of change, technological change employee relations, involvement strategies, management of change, downsizing and the management of change, evaluating and promoting change.</p>

TEXT BOOKS:

1	Peter G. Northouse “Leadership: Theory and Practices” Sage Publications, 2012.
2	Mark Hughes, “Managing Change – a critical perspective”, Universities Press, 2011.

3	Adrian Thornhill, Phil Lewis, Mike Millmore. Mark N K Saunders “Managing change”, Pearson, 2011.
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REFERENCES:

1.	Richard L. Hughes, “Leadership”, 6th Edition, Mc. Graw Hill, New Delhi.
2.	Udaykumar Haldar, “leadership and team building”, Oxford, 2011.
3.	Gary Yukl, “Leadership in Organizations”, Pearson, 2012.

XII. COURSE PLAN:

The course plan is meant as a guideline. There may probably be changes.

Lecture No.	Learning Objectives	Topics to be covered	Reference
1-3	Study how environmental events affect organizations and drive the need for continuous change	components of leadership, trait approach to leadership, strengths, criticisms	T1&T2
4-5	Analyze change at the individual, group, and systemic levels	skills approach to leadership Ohio state studies, Michigan studies	T2
6-7	Contrast planned and unplanned change	Blake and Mouton’s leadership grid, strengths, criticisms, applications.	T3
8-9	Evaluate and apply integrative models for assessing, diagnosing, and implementing the need for change	Contingency theory description, leadership styles	T1
10-11	Identify the role of leaders and managers, change agents, and change recipients in various stages of organizational change	situational variables, strengths and criticisms	T1,T3
12-13	Comprehend the complexity of change within organizational cultures and systems	applications of contingency approach, path-goal theory	T2
14-16	Analyze the issues in leading organizational change effectively	strengths, criticisms applications of contingency leadership	T2
17-19	Critically analyze the strategies which must be implemented in the change process	A model of transformational leadership, how does transformational leadership defined	T3 ,T1 &T2
20-22	Analyze the impact of effective leadership strategies on organizational performance	strengths, criticisms, applications.	T1
22-24	Demonstrate an understanding of the current leadership theories and how they apply to the modern organization	Servant leadership, definition ten characteristics of servant leader	T2
25-26	Discuss critically theories of leadership including sociological and psychological perspectives.	historical basis and strengths	T3
27-29	Analyse and appraise the dynamics and competencies of leading change at any level in the organisation.	Criticisms and applications of transformational leadership	T3&T2

30-32	Evaluate critically strategies to identify service components which can potentially benefit from change/innovation, considering the role of organisational culture.	On the job and off the job training methods	T2
33-35	Develop in depth knowledge and understand models of change which can facilitate the planning and successful implementation of change	how does transformational leadership defined, strengths	T1 & T2
36-38	Evaluate the process of change, and appraise their own performance in leading change and make recommendations for [self] developing higher leadership or managerial skills.	Servant leadership, definition ten characteristics of servant leader	T2
39-42	Demonstrate theoretical knowledge and skills of synthesis relevant to cost benefit analysis of the organisation, service or practice development in relation to the proposed or implemented change.	Historical basis, strengths, criticisms and applications.	T3
42-43	Critically analyze changes within industrial and technology intensive operations from a system perspective	Strategic level change, group and team level change, and individual level change	T1 & T2
45-48	Describe different change strategies such as continuous improvements, radical changes, incremental changes and top down/bottom up, and account for the importance of the leadership at various types of changes	Organizational structure, organizational culture and management of change, change communication	T1
49-52	Apply selected leadership theories in written analysis of fictitious or real cases within industrial and technology intensive industrial organizations	politics and organizational change, ethics and managing change, change agents and agency	T1 & T2
53-56	Apply basic methods in communication, such as constructive feedback, active listening and appreciative inquiry	The management of change, technological change employee relations	T3
57-60	Show awareness of ethical and sustainability aspects, including gender equality and diversity, of how knowledge of leadership	involvement strategies, management of change	T1 & T2
61-62	Describe various ways people react to change	downsizing and the management of change, evaluating and promoting change	T1&T3

XIII. GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSION REQUIREMENTS:

S. NO	DESCRIPTION	PROPOSED ACTIONS	RELEVANCE WITH POs	RELEVANCE WITH PSOs
1	Critical Leadership Skills that Enhance Personal Effectiveness	Seminars	PO 2, PO 4, PO 8	PSO 2

2	Aligning and Mobilizing the Workforce and Stakeholder	seminars/ Industrial Visit	PO 1, PO 7, PO11	PSO 4
3	Changing emerging technologies in organizations	Seminars/ Guest Lectures	PO6, PO 9, PO 12	PSO 5

XIV. MAPPING COURSE OBJECTIVES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:

Course Objectives	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
I	H	-	-	-	S	-	-	-	-	-	-	S	H	-	-	H
II	-	S	-	-	S	-	-	-	H	-	-	-	H	-	S	-
III	-	-	-	-	S	-	-	-	-	-	-	-	S	-	-	-
IV	-	-	-	-	-	-	-	-	H	-	-	-	S	-	S	-

S= Supportive

H = Highly Related

XV. MAPPING COURSE LEARNING OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:

Course Learning Outcomes	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CMB0424.01	S	S	-	-	-	-	-	-	-	-	-	S	S	-	-	-
CMB0424.02	S	S	-	-	-	-	-	-	S	S	-	S	S	-	-	-
CMB0424.03	-	H	-	-	-	-	-	-	S	-	-	-	-	-	-	S
CMB0424.04	-	-	-	-	S	-	-	S	S	S	-	S	-	-	-	-
CMB0424.05	-	-	-	-	S	-	-	-	-	S	-	-	-	-	S	S
CMB0424.06	-	S	-	-	-	-	-	-	-	-	-	H	S	-	-	-
CMB0424.07	S	S	-	-	S	-	-	-	-	-	-	S	-	-	-	-
CMB0424.08	S	-	-	-	-	-	-	-	-	-	-	S	S	H	-	-
CMB0424.09	H	H	-	-	S	-	-	-	S	-	-	-	-	-	-	S
CMB0424.10	S	-	-	-	-	-	-	-	S	S	-	S	S	-	-	-
CMB0424.11	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMB0424.12	H	H	-	-	-	-	-	-	S	-	-	H	S	-	S	-
CMB0424.13	S	S	-	-	H	-	-	-	-	-	-	S	-	-	-	-
CMB0424.14	-	-	-	-	S	-	-	-	-	-	-	-	S	-	S	S
CMB0424.15	-	-	-	-	-	-	-	-	-	S	-	-	S	-	-	H
CMB0424.16	-	-	-	-	S	-	-	-	-	-	-	-	H	-	S	S
CMB0424.17	H	-	-	-	S	-	-	-	-	H	-	S	S	-	S	-

S= Supportive

H = Highly Related

XVI. DESIGN BASED PROBLEMS (DP) / OPEN ENDED PROBLEM:

- a. How can you form a steering committee comprising of representatives of all the parties to be affected by the change and involve them in its planning and implementation at the earliest stages.
- b. Will you and the other leaders involved be visible leaders, can we come out of the boardroom to the shop floor? If not, what do we need to do to be visible to our people during this change?
- c. Sometimes changing an organization design can be the wrong approach to address current performance issues. It is vital to be very clear on why you undertake a redesign. Can you clearly articulate how each planned change will relate to the way your organization creates value?

HOD, MBA