



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Management Studies
Semester-2 (BBA)

Subject: Leadership and Change Management- BBA1XX12307

Type of course: Minor Stream

Prerequisite: Students must have Basic understanding of business concepts and a keen interest in Management.

Rationale: This course develops students' understanding of leadership theories, leadership styles, and organizational change strategies. It prepares students to lead teams, manage resistance, and implement change smoothly in dynamic business environments.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
4	0	0	4	100	100	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; LWA - Lab Work Assessment; V – Viva voce; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Course Content:

Sr. No	Course Content	Hrs.	% Weightage
	Introduction to Leadership Theory Topics <ul style="list-style-type: none"> ● Meaning, nature & Importance of leadership ● Leadership vs. Management ● Traits of effective leaders ● Leadership styles: Autocratic, Democratic, Laissez-faire ● Modern leadership styles: Transformational, Transactional, Servant Leadership 	05 T 07 P	20



	<ul style="list-style-type: none"> ● Emotional Intelligence (EI) for leaders <p>Practical 1 Role Play: Leader VS Manager Students will form a group and perform a role play in which one student will act as a leader and another will act as a manager. The class will then observe and compare the differences between leadership and management</p> <p>Practical 2 Real-Life Leadership Observation Students will observe a leader in college/real-life leader (such as a class representative or club head) and note how they communicate and motivate others.</p> <p>Practical :3 EI Self-Test Students will rate themselves on four emotional intelligence areas: self-awareness, empathy, emotional control, and social skills</p> <p>Examination Style:</p> <table> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> <tr> <td>1</td><td>ALA 1: Reflection on Leadership Students will explain what leadership means, why it is important in an organization, and describe a situation where they acted as a leader. Upload PDF on GMIU web portal</td><td></td><td>10</td></tr> <tr> <td>2</td><td>ALA 2: Comparative Table of Leadership Styles: Students will create a table comparing styles of leaders which will include features, advantages, disadvantages, and suitable situations and Upload PDF on GMIU web portal</td><td></td><td>10</td></tr> <tr> <td>3</td><td>Case Analysis Students will be provided a case where they have to identify the issue and evaluate how the leader handle the situation. then suggest better strategies, leadership style , communication method or motivation approach that could improve team performance and outcome</td><td>20</td><td></td></tr> <tr> <td></td><td>Total</td><td>20</td><td>20</td></tr> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 1: Reflection on Leadership Students will explain what leadership means, why it is important in an organization, and describe a situation where they acted as a leader. Upload PDF on GMIU web portal		10	2	ALA 2: Comparative Table of Leadership Styles: Students will create a table comparing styles of leaders which will include features, advantages, disadvantages, and suitable situations and Upload PDF on GMIU web portal		10	3	Case Analysis Students will be provided a case where they have to identify the issue and evaluate how the leader handle the situation. then suggest better strategies, leadership style , communication method or motivation approach that could improve team performance and outcome	20			Total	20	20		
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2	<p>Leadership Theories & Models Theory Topics</p> <ul style="list-style-type: none"> ● Trait Theory, Behavioral Theory, Contingency Theory ● Path-Goal Theory ● Leader-Member Exchange (LMX) Theory ● Situational Leadership 	05 T 07 P	20																				



	<p>● Managerial Grid Model</p> <p>Practical 1: Trait Analysis of a Leader Students will select a famous leader (corporate, political, or sports) and identify their key traits. They will discuss how these traits contribute to effective leadership.</p> <p>Practical 2: Contingency Simulation Students will be given different workplace scenarios (e.g., crisis, project deadline, conflict resolution). They will determine which leadership approach is most suitable in each situation.</p> <p>Practical 3: Relationship Mapping Students observe or simulate a team where leader-member relationships vary. They identify in-group and out-group members, and discuss how relationship quality affects team performance and motivation.</p> <p>Examination Style:</p> <table><tr><th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr><tr><td>1</td><td>ALA 3: Path–Goal Theory Students will draw a diagram showing the Path–Goal Theory, including Leader Behaviors, Employee Motivation, and Goal Achievement, and explain the connection between them with a real-life example and Upload PDF on GMIU web portal</td><td></td><td>10</td></tr><tr><td>2</td><td>ALA 4: Leadership Style vs. Follower Maturity Matrix Students will create a table linking Leadership Style, Follower Maturity level, and an Example Situation, and compare how each style fits different maturity levels and Upload PDF on GMIU web portal</td><td></td><td>10</td></tr><tr><td>3</td><td>Assigned Leadership Theory: Students will explain any one leadership theory assigned by the evaluator in writing</td><td>20</td><td></td></tr><tr><td></td><td>Total</td><td>20</td><td>20</td></tr></table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 3: Path–Goal Theory Students will draw a diagram showing the Path–Goal Theory, including Leader Behaviors, Employee Motivation, and Goal Achievement, and explain the connection between them with a real-life example and Upload PDF on GMIU web portal		10	2	ALA 4: Leadership Style vs. Follower Maturity Matrix Students will create a table linking Leadership Style, Follower Maturity level, and an Example Situation, and compare how each style fits different maturity levels and Upload PDF on GMIU web portal		10	3	Assigned Leadership Theory: Students will explain any one leadership theory assigned by the evaluator in writing	20			Total	20	20		
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3	<p>Introduction to Organizational Change Theory Topics</p> <ul style="list-style-type: none">● Meaning & nature of change● Types of organizational change● Drivers of change (internal & external)	05 T 07 P	20																				



	<ul style="list-style-type: none"> ● Resistance to change ● Managing resistance <p>Practical 1: Change Observation Task Students note one recent change in their life/college and describe how it impacted them.</p> <p>Practical 2: Role-Play – Overcoming Resistance Students form groups of three where one acts as a manager, one as an employee resisting change, and one as an observer. The manager explains the change, listens to concerns, and uses strategies to reduce the employee's resistance. The observer evaluates the interaction and gives feedback on what worked well and what could improve.</p> <p>Practical 3: Sorting Activity: Provide cards with change situations (e.g., technology upgrade, restructuring, culture change). Students classify them into types of change.</p> <p>Examination Style:</p> <table> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> <tr> <td>1</td><td>ALA 5: Report Writing Students will write a report on "A change I resisted and why" and Upload PDF Report on GMIU web portal.</td><td></td><td>10</td></tr> <tr> <td>2</td><td>ALA 6: Mini Employee Resistance Survey Students design 15-20 questions to measure employee resistance and do survey of 20 employees and Upload PDF Report on GMIU web portal.</td><td></td><td>10</td></tr> <tr> <td>3</td><td>Drivers of Change Analysis Activity: Students examine a given organizational scenario either from video or situation given by faculty to identify factors causing change. They classify these factors as internal (e.g., low productivity) or external (e.g., competition, technology). Finally, they explain how each driver influences the organization's need for change.</td><td>20</td><td></td></tr> <tr> <td></td><td>Total</td><td>20</td><td>20</td></tr> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 5: Report Writing Students will write a report on "A change I resisted and why" and Upload PDF Report on GMIU web portal.		10	2	ALA 6: Mini Employee Resistance Survey Students design 15-20 questions to measure employee resistance and do survey of 20 employees and Upload PDF Report on GMIU web portal.		10	3	Drivers of Change Analysis Activity: Students examine a given organizational scenario either from video or situation given by faculty to identify factors causing change. They classify these factors as internal (e.g., low productivity) or external (e.g., competition, technology). Finally, they explain how each driver influences the organization's need for change.	20			Total	20	20		
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4	<p>Team Leadership & Motivation during Change</p> <p>Theory Topics</p> <ul style="list-style-type: none"> ● Team Dynamics & Leadership 	<p>05 T 07 P</p>	20																				

	<ul style="list-style-type: none"> ● Motivating Employees in Change Environment ● Coaching & Mentoring ● Leadership Communication <p>Practical 1: Team Dynamics Reflection Students will be divided into group and they have to develop a small prototype e.g: paper tower. Analyze team's strengths, weaknesses, and conflict areas after completing an activity.</p> <p>Practical 2: Leadership Theories Students will select a famous business or political leader and analyze their style using leadership theories (Trait theory, Behavioral theory, Contingency theory), explaining why they were effective.</p> <p>Practical 3: Coaching Conversation Practice One student plays coach, the other employee; practice GROW model (Goal-Reality-Options-Will).</p> <p>Examination Style:</p>				
	Sr. No	Evaluation Methods	SEE	CCE	
	1	ALA 7: Email Drafting Students write a leader's communication email announcing a new policy and upload PDF on GMIU web portal.		10	
	2	Assignment 1: Coaching Session Plan Students will prepare a 1-page coaching plan for an employee struggling with performance during change. It should include goal of session, employee challenges, action steps and follow up plan. Upload PDF on GMIU web portal.		10	
	3	Business Simulations Students will be shown a video of a leadership style and analyze its pros and cons and prepare a report on it.	20		
		Total	20	20	
5	<p>Leading High-Performance Teams & Change Implementation Theory Topics</p> <ul style="list-style-type: none"> ● Leading teams through change ● Communication strategies for change ● Conflict management during change ● Building a high-performance culture ● Continuous improvement & change sustainability <p>Practical 1: Communication Plan Drafting</p>			04 T 08 P	25



<p>Students create a simple communication plan for announcing major organizational change.</p> <p>Practical 2: Conflict Management Role-Play Students form groups of three: a mediator, two employees in conflict, and optionally an observer. The mediator uses negotiation, empathy, and problem-solving techniques to resolve the conflict. The employees express concerns or disagreements related to a change scenario. The observer evaluates the interaction and provides feedback on the effectiveness of the conflict resolution.</p> <p>Practical 3: Kaizen Activity Students identify one area in the classroom/college that needs improvement and create a CI plan.</p> <p>Practical 4: Group Debate Topic examples: "Is resistance to change good for the organization?" "Leadership is more important than communication during change."</p> <p>Examination Style:</p>					
Sr. No	Evaluation Methods	SEE	CCE		
1	Assignment 2: Reflective Journal Students write a one-page reflection: "A time when I experienced a change and how I responded." Upload PDF on GMIU web portal.		10		
2	Assignment 3: Poster Making Students will prepare poster on Conflict Management techniques using AI tool and Upload PDF on GMIU web portal.		10		
3	Conflict Resolution Case Students will be provided a Scenario from which they have to identify the root cause, its type and recommend the possible resolution.	10			
4	Communication Strategy Assignment Students will be provided a scenario of change in organization structure, they have to draft a strategy for announcing the change.	10			
	Total	20	20		



Suggested Specification table:

Distribution of Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	10%	20%	10%	30%	20%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Understand leadership concepts & styles for personal and professional development.
CO2	Apply leadership theories to real workplace situations.
CO3	Analyze organizational change drivers, resistance & management strategies.
CO4	Evaluate the use of change models (Lewin, Kotter, ADKAR) for planning & implementing change
CO 5	Demonstrate leadership capabilities in team building, communication & conflict resolution

Instructional Method:

The course delivery method will depend upon the requirement of content and needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory.

The internal evaluation will be done on the basis of the Active Learning Assignment.

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.



Reference Books:

- [1] Robbins, S. P. (2018). Organizational Behavior (18th ed.). Pearson Education.
- [2] Hersey, P., Blanchard, K. H., & Johnson, D. E. (2012). Management of Organizational Behaviour: Leading Human Resources (10th ed.). Pearson Education.
- [3] Kotter, J. P. (2012). Leading Change. Harvard Business Review Press.
- [4] Yukl, G. (2013). Leadership in Organizations (8th ed.). Pearson Education.
- [5] Goleman, D. (1995). Emotional Intelligence. Bantam Books.

Suggested Assessment Guidelines:

SEE	Topic	Criteria	Marks	Description
1	Case Analysis	Description of case	10	Student clearly explains the case, including key facts and context.
		Analysis and interpretation	10	Student examines the case, identifies issues, and interprets outcomes effectively.
2	Assigned Leadership Theory	Concept Understanding	5	Explains the main ideas and basics of the selected leadership theory accurately and clearly
		Model/Components Explanation	5	Clearly describes the main parts or steps of the theory in a well-organized way.
		Real-life Example / Application	5	Gives a suitable real-life example that correctly shows how the theory works.
		Clarity & Communication Skills	5	Explains the theory clearly, confidently, and in a well-organized manner.
3	Drivers to change Analysis Activity	Identification of drivers	10	Identify the drivers and classify them as internal and external.
		Explanation and Justification	10	Clear explanation how each drivers influence the change,
4	Business Simulations	Leadership Style Simulation & Explanation	10	Examines the leadership style showing clear understanding of its characteristics and behavior.



		Analysis & Presentation	10	Effectively analyzes pros and cons with logical reasoning and presents findings clearly and confidently.
5	Conflict Resolution Case	Description	5	Accurately analyse the cause
		Resolution	5	Provides Feasible resolution of the problem.
	Communication strategy Assignment	Clarity of message	5	Message is clear, concise, and aligned with the restructuring purpose.
		Appropriateness and Justification	5	Correct communication channel chosen (email, town hall, notice, meeting, etc.). Justification reflects urgency and importance.

