



Syllabus
Gyanmanjari Institute of Commerce
Semester-I (BCOM)

Subject: Leadership and Team Management – BCOXX11202

Type of course: Value Added Course (VAC)

Prerequisite: Basic communication skills and a willingness to actively participate in group activities, discussions and classroom exercises.

Rationale: In today's collaborative business environment, effective leadership and teamwork are essential for professional success. This course equips students with practical skills in communication, decision-making, motivation, and team management, preparing them for academic projects, internships, entrepreneurial ventures, and future careers.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	0	2	50	50	100

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
1	Foundations of Leadership Theory Topics • Meaning, Nature and Scope of Leadership • Leadership vs Management • Qualities and Traits of an Effective Leader • Leadership Styles (Autocratic, Democratic, Transformational, Transactional) Practical 1: Leadership Style Interview and Analysis Students will work in pairs and conduct a structured interview using a leadership questionnaire to assess their partner's leadership traits. Based on the responses, each student will identify and justify their	02 T 04 P	20



	partner's dominant leadership style, followed by a brief feedback discussion highlighting leadership strengths and areas for improvement. Practical 2: Leader vs Manager Role Play Students will perform a short role play depicting a common workplace situation, alternately enacting the roles of a "leader" and a "manager" handling the same problem, and discuss in brief how their approach and outcomes differ. Practical 3: Leadership in Action Challenge Students will work in small groups to complete a time-bound team task, with each member taking turns to perform the role of team leader. Following the activity, the group will evaluate the leader's communication, decision-making, teamwork, and problem-solving abilities, and provide constructive feedback for leadership development. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>ALA 1: Leadership Style Reflection Report</td><td></td><td>10</td></tr> <tr> <td></td><td>Students will prepare a reflective report analysing the results of their leadership style self-assessment and explaining how they plan to develop their leadership qualities further. The final report must be submitted in PDF format on the GMIU Web Portal.</td><td></td><td></td></tr> <tr> <td>2</td><td>Leadership Qualities Infographic:</td><td>10</td><td></td></tr> <tr> <td></td><td>Students will design an infographic illustrating the key qualities, traits and leadership styles of an effective leader while clearly distinguishing leadership from management. The infographic should present accurate concepts supported by suitable real-life or organisational examples using appropriate visuals, icons and minimal text.</td><td></td><td></td></tr> <tr> <td></td><td>Total</td><td>10</td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 1: Leadership Style Reflection Report		10		Students will prepare a reflective report analysing the results of their leadership style self-assessment and explaining how they plan to develop their leadership qualities further. The final report must be submitted in PDF format on the GMIU Web Portal.			2	Leadership Qualities Infographic:	10			Students will design an infographic illustrating the key qualities, traits and leadership styles of an effective leader while clearly distinguishing leadership from management. The infographic should present accurate concepts supported by suitable real-life or organisational examples using appropriate visuals, icons and minimal text.				Total	10	10		
Sr. No	Evaluation Methods	SEE	CCE																								
1	ALA 1: Leadership Style Reflection Report		10																								
	Students will prepare a reflective report analysing the results of their leadership style self-assessment and explaining how they plan to develop their leadership qualities further. The final report must be submitted in PDF format on the GMIU Web Portal.																										
2	Leadership Qualities Infographic:	10																									
	Students will design an infographic illustrating the key qualities, traits and leadership styles of an effective leader while clearly distinguishing leadership from management. The infographic should present accurate concepts supported by suitable real-life or organisational examples using appropriate visuals, icons and minimal text.																										
	Total	10	10																								
2	Team Building and Team Dynamics Theory Topics • Concept and Importance of Teams	02 T 04 P	20																								



	• Stages of Team Development (Forming, Storming, Norming, Performing, Adjourning) • Roles and Responsibilities within Teams • Trust Building and Team Cohesion • Communication within Teams • Managing Conflict within Teams Practical 1: Team Challenge – Team Formation and Development Students will participate in a structured team challenge to accomplish a common goal within a specified time. Following the activity, they will analyse their team's development by identifying the stages of team formation and discussing how communication, coordination, and collaboration influenced their performance Practical 2: Role Identification Exercise Students will observe a group activity and identify the different roles played by team members, such as leader, coordinator and idea generator, and prepare presentation on how each role contributed to the team's success. Practical 3: Trust Building Game Students will participate in a structured trust-building game or icebreaker activity and reflect, in writing, on how trust influenced their team's performance during the activity. Practical 4: Conflict Resolution Case Study Students will study a short scenario involving conflict within a team and propose a practical, step-by-step strategy for resolving the conflict. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>ALA 2: Team development for the Day celebration at Faculty of Commerce Students will create a team of 3 students and define which days should be celebrated with justification at the Faculty of Commerce, GMIU. Prepare a report identifying the different stages of team development observed during activity. The final report must be submitted in PDF format on the GMIU Web Portal.</td><td></td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 2: Team development for the Day celebration at Faculty of Commerce Students will create a team of 3 students and define which days should be celebrated with justification at the Faculty of Commerce, GMIU. Prepare a report identifying the different stages of team development observed during activity. The final report must be submitted in PDF format on the GMIU Web Portal.		10		
Sr. No	Evaluation Methods	SEE	CCE								
1	ALA 2: Team development for the Day celebration at Faculty of Commerce Students will create a team of 3 students and define which days should be celebrated with justification at the Faculty of Commerce, GMIU. Prepare a report identifying the different stages of team development observed during activity. The final report must be submitted in PDF format on the GMIU Web Portal.		10								



2	Team Charter Portfolio	10	
	Students will prepare a Team Charter for a hypothetical project by defining the team's purpose, objectives, roles and responsibilities, communication plan, team norms, conflict management guidelines and performance expectations. The portfolio should demonstrate effective planning, collaboration and professional documentation.		
	Total	10	10

3	Communication and Motivation Theory Topics • Interpersonal Communication Skills • Active Listening and Constructive Feedback • Theories of Motivation (Maslow, Herzberg, McClelland) • Barriers to Effective Communication • Negotiation Skills Practical 1: Active Listening Exercise Students will practise active listening in pairs by accurately summarising their partner's message and will then reflect briefly on common barriers to effective listening. Practical 2: Motivation Theory Application Activity Students will select one theory of motivation and apply it to design a short motivation plan for a hypothetical team member who is underperforming. Practical 3: Feedback Role Play Students will role-play giving constructive feedback to a peer on a hypothetical work scenario, focusing on tone, clarity and respect. Practical 4: Negotiation Simulation Students will take part in a simple negotiation simulation, such as allocating a limited resource between two departments, and document the strategies used and the outcome achieved. Examination Style: <table border="1"> <tr> <th>Sr. No</th> <th>Evaluation Methods</th> <th>SEE</th> <th>CCE</th> </tr> <tr> <td>1</td> <td>ALA 3: Motivation Plan Report</td> <td></td> <td>10</td> </tr> </table>		Sr. No	Evaluation Methods	SEE	CCE	1	ALA 3: Motivation Plan Report		10	02 T 04 P	20
	Sr. No	Evaluation Methods	SEE	CCE								
1	ALA 3: Motivation Plan Report		10									



	Students will prepare a report applying a motivation theory to design a practical motivation plan for an underperforming team member. The final report must be submitted in PDF format on the GMIU Web Portal.				
2	Negotiation Simulation:	10			
	Students will participate in a workplace negotiation simulation based on a given business scenario, demonstrating effective communication, persuasion and negotiation skills. At the end of the simulation, students shall explain and justify the negotiation strategy adopted and the outcome achieved.				
	Total	10	10		
4	Conflict Management and Decision Making Theory Topics • Problem Solving Techniques • Sources and Types of Conflict • Conflict Resolution Strategies • Decision Making Process and Models • Stress and Change Management Practical 1: Problem-Solving Group Task Students will work in small groups to solve a short practical problem using a structured problem-solving approach and present their reasoning briefly to the class. Practical 2: Conflict Resolution Role Play Students will role-play a workplace conflict situation and demonstrate an appropriate conflict resolution strategy to reach a fair outcome. Practical 3: Decision Making Case Study Students will study a short business case and apply a decision-making model to recommend and justify a course of action. Practical 4: Stress Management Reflection Journal Students will maintain a short reflection journal identifying personal stress triggers in academic or team settings and note practical strategies to manage them. Examination Style:			02 T 04 P	20



	Sr. No	Evaluation Methods	SEE	CCE		
	1	ALA 4: Decision Making Case Analysis Report		10		
		Students will analyse a short business case using a decision-making model and prepare a report recommending and justifying a course of action. The final report must be submitted in PDF format on the GMIU Web Portal.				
	2	Business Case Analysis Report	10			
		Students will analyse a business case involving conflict or managerial decision making by identifying the problem, applying appropriate conflict resolution and decision-making techniques, evaluating alternative solutions and recommending the most suitable course of action with proper justification.				
		Total	10	10		
5	Leadership in Modern Organizations Theory Topics • Digital Leadership and Virtual Teams • Leading Innovation and Change • Cross-Cultural Team Leadership • Future Skills for Leaders Practical 1: Digital Leadership Case Study Students will study a short case of a leader managing a virtual or remote team and identify the practices that made digital leadership effective in that case.				02 T 04 P	20
	Practical 2: Cross-Cultural Team Simulation Students will participate in a short simulation involving a culturally diverse team and discuss the challenges and best practices for leading such a team.					
	Practical 3: Future Leadership Skills Brainstorming Students will brainstorm, in small groups, the skills leaders will need in the next decade and present their top three findings to the class.					
	Examination Style:					



Sr. No	Evaluation Methods	SEE	CCE
1	ALA 5: Digital Leadership Case Analysis Report		10
	Students should participate in any leadership conclave/conference/workshop/event and submit the learning report along with the certificate of participation.		
2	Personal Leadership Development e-Portfolio :	10	
	Students will prepare an individual e-Portfolio documenting their leadership self-assessment, personal strengths and areas for improvement, future leadership goals, digital leadership competencies and a structured professional development plan. The portfolio should include reflective learning based on the concepts studied throughout the course.		
	Total	10	10

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%	30%	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 the above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Understand the basic concepts of leadership, team dynamics and the distinction between leadership and management.
CO2	Identify different leadership styles, team roles and stages of team development relevant to organisational settings.
CO3	Apply communication, motivation and negotiation skills to function effectively as a member or leader of a team.
CO4	Analyse conflict situations, decision-making processes and stress and change management strategies in team and organisational contexts.
CO 5	Evaluate leadership practices in modern, digital and cross-cultural organisations and assess personal leadership potential and future skill needs.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.

Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.

Reference Books:

- [1] Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE Publications.
- [2] Robbins, S. P., Judge, T. A., & Vohra, N. (2023). *Organizational Behaviour* (18th ed.). Pearson Education.
- [3] Daft, R. L. (2021). *The Leadership Experience* (8th ed.). Cengage Learning.
- [4] Goleman, D. (2021). *Emotional Intelligence: Why It Can Matter More Than IQ* (Anniversary ed.). Bantam Books.
- [5] Lencioni, P. (2022). *The Five Dysfunctions of a Team: A Leadership Fable* (2nd ed.). Jossey-Bass.
- [6] Kinicki, A., & Fugate, M. (2022). *Organizational Behavior: A Practical, Problem-Solving Approach* (4th ed.). McGraw Hill Education.
- [7] Covey, S. M. R. (2023). *The Speed of Trust: The One Thing That Changes Everything*. Simon & Schuster.

Suggested Assessment Guidelines:

SEE	Topic	Criteria	Marks	Description
1	Leadership Qualities Infographic	Content Accuracy and Relevance	5	The infographic accurately presents leadership concepts, qualities and leadership styles while clearly distinguishing leadership from management using relevant examples.
		Visual Design and Communication	5	The infographic is visually organised, creative and effectively communicates information through appropriate use of text, visuals and layout.
2	Team Charter Portfolio	Team Planning and Structure	5	The Team Charter clearly defines the team purpose, objectives, roles, responsibilities, communication plan and performance expectations in a logical and structured manner.
		Practical Application and Professional Documentation	5	The portfolio demonstrates effective planning, collaboration and professional documentation with practical relevance to team management
3	Negotiation Simulation	Negotiation Strategy and	5	The student effectively applies negotiation techniques, persuasive communication and



		Communication Skills		problem-solving skills to achieve an appropriate outcome during the simulation.
		Professional Performance and Response to Viva	5	The student demonstrates confidence, professionalism and the ability to justify decisions, negotiation strategies and outcomes during the viva examination.
4	Business Case Analysis	Problem Analysis and Decision Making	5	The student correctly identifies the problem, analyses the situation and applies appropriate conflict resolution and decision-making concepts to recommend suitable solutions.
		Justification and Professional Presentation	5	The recommendations are logically justified, practically feasible and presented in a clear, organised and professional manner
5	Personal Leadership Development e-Portfolio	Self-Assessment and Leadership Development Plan	5	The e-Portfolio demonstrates meaningful self-assessment, identifies leadership strengths and areas for improvement, and presents a realistic professional development plan.
		Reflection, Organisation and Professional Presentation	5	The e-Portfolio is well organised, reflective, professionally presented and effectively demonstrates future leadership readiness and continuous learning