



ORISSA SCHOOL OF MINING ENGINEERING,
KEONJHAR

ଓଡିଶା ଖଣି ସାନ୍ଦ୍ରୀକ ବିଦ୍ୟାଳୟ, କେଉଁଝର

GOVERNMENT OF ODISHA | ଓଡିଶା ସରକାର



LECTURE NOTE ON **LEADERSHIP & MANAGEMENT SKILLS**

SUBJECT CODE:
OE301B

SEMESTER - 5th



LEADERSHIP



MANAGEMENT



COMMUNICATION



GOAL SETTING



TEAMWORK



PERFORMANCE



DEPARTMENT OF
METALLURGY

ORISSA SCHOOL OF MINING ENGINEERING, KEONJHAR



PREPARED BY
TUSHAR K. PATTANAYAK

Sr Lect, Metallurgical Engineering
OSME Keonjhar

UNIT–I: LEADERSHIP & MANAGEMENT

Concept, Principles, Theories, Functions, Traits and Leadership Styles

Total Teaching Time: 10 Hours

PART A — UNIT OVERVIEW

1. Learning Objectives

After completing this unit, students should be able to:

1. Define **leadership** and **management**.
2. Explain the meaning, nature and importance of leadership.
3. Explain the meaning, nature and importance of management.
4. Describe major **leadership theories**.
5. Identify the important **characteristics of an effective leader**.
6. Explain the major **principles of management**.
7. Describe the major **managerial functions**.
8. Distinguish between a **leader and a manager**.
9. Explain important **leader and manager traits and character**.
10. Identify and compare different **leadership styles**.
11. Select an appropriate leadership style for different situations.
12. Apply leadership and management concepts to practical organizational situations.

1.2 Meaning of Leadership

Leadership is the **ability to influence, guide and motivate people to work willingly toward the achievement of a common objective**.

Simple definition

Leadership is the process of influencing people so that they willingly work toward achieving organizational or group goals.

Example

Suppose a construction project is behind schedule.

A person who simply says:

"Complete the work faster."

is giving an instruction.

But a leader may say:

"We are behind schedule by five days. Let's identify the major problems, redistribute the workforce and work together to recover the lost time."

The second person is demonstrating leadership because they:

- identify the problem,
- communicate,
- motivate,
- involve people,
- provide direction,
- work toward a common goal.

1.3 Meaning of Management

Management is the process of planning, organizing, staffing, directing and controlling organizational resources to achieve predetermined objectives efficiently and effectively.

Simple definition

Management is the process of getting work done through and with people by using organizational resources effectively and efficiently.

Important terms

Efficiency

Doing things **right**.

It focuses on:

- minimum wastage,
- minimum cost,
- optimum resources.

Effectiveness

Doing the **right things**.

It focuses on:

- achieving objectives,
- getting desired results.

Example

A contractor completes a bridge project:

- within the required specifications,
- within budget,
- within the required time.

That indicates both **effectiveness and efficiency**.

1.4 Leadership and Management – Basic Concept

Leadership and management are closely related but they are **not identical**.

A manager may have formal authority.

A leader may influence people even without formal authority.

For example:

A site engineer may be officially responsible for a team. Therefore, he/she is a **manager**.

But suppose an experienced junior engineer is highly respected by everyone and workers naturally follow his/her suggestions.

That person may be an **informal leader**.

1.5 Why are Leadership and Management Important?

They are required for:

1. Achievement of objectives

They provide direction toward organizational goals.

2. Employee motivation

They encourage employees to perform better.

3. Coordination

They coordinate people and resources.

4. Decision-making

They help organizations make appropriate decisions.

5. Conflict management

They help resolve disagreements.

6. Change management

They help organizations adapt to changing conditions.

7. Productivity

Effective leadership can improve employee performance.

8. Team development

Leaders build effective teams.

LECTURE 2

LEADERSHIP: DEFINITION, NATURE AND IMPORTANCE

2.1 Definitions of Leadership

Different approaches define leadership differently.

General definition

Leadership is the process of influencing individuals or groups to achieve common goals.

Key words to remember

Leadership = Influence + People + Direction + Motivation + Goal

2.2 Elements of Leadership

Leadership consists of several important elements.

1. Leader

The person who provides direction and influence.

2. Followers

People who accept the leader's influence and work toward objectives.

3. Influence

The ability to affect the behaviour or decisions of others.

4. Common objective

Leadership normally exists to achieve a particular goal.

5. Situation

Leadership effectiveness depends partly on the situation.

6. Communication

Leadership requires effective exchange of information.

Therefore:

Leadership = Leader + Followers + Influence + Goal + Situation

2.3 Nature/Characteristics of Leadership

1. Leadership is a process

Leadership is not simply a position.

It involves continuous interaction between:

- leader,
- followers,
- environment.

2. Leadership involves influence

A leader influences people to perform particular activities.

Influence can come from:

- expertise,
- experience,
- personality,
- authority,
- trust,
- communication.

3. Leadership involves followers

There can be no practical leadership without people being influenced or guided.

4. Leadership is goal-oriented

Leadership should ultimately contribute to achieving a common objective.

5. Leadership is situational

A leadership approach suitable for one situation may fail in another.

For example:

During an emergency, a highly directive approach may be appropriate.

During creative problem-solving, participation may be better.

6. Leadership is continuous

Leadership is not a one-time activity.

A leader continuously:

- communicates,
- motivates,
- guides,
- solves problems,
- makes decisions.

7. Leadership can be learned

Leadership is not necessarily an entirely inborn quality.

People can develop leadership through:

- education,
- experience,
- training,
- feedback,
- practice.

2.4 Importance of Leadership

1. Provides direction

Employees need to understand:

- What should be done?
- Why should it be done?
- How should it be done?

2. Motivates employees

Effective leaders encourage people to put greater effort into their work.

3. Builds teamwork

Leadership brings individuals together toward common objectives.

4. Improves communication

Leaders establish communication between:

- management,
- employees,
- departments,
- teams.

5. Resolves conflicts

Differences are natural in organizations.

A leader helps transform conflict into constructive discussion.

6. Encourages innovation

Good leaders allow people to propose:

- new ideas,
- improved processes,
- alternative solutions.

7. Helps manage change

Organizations constantly face:

- technological changes,
- market changes,
- policy changes,
- organizational restructuring.

Leadership helps employees accept and implement change.

LECTURE 3

MANAGEMENT: DEFINITION, NATURE AND IMPORTANCE

3.1 Meaning of Management

Management is the coordinated process of using organizational resources to achieve predetermined objectives.

Resources include:

- Human resources
- Financial resources
- Material resources
- Machines
- Information
- Technology
- Time

A common conceptual model is:

Planning → Organizing → Staffing → Directing → Controlling

3.2 Characteristics of Management

1. Management is goal-oriented

Every organization exists to achieve certain objectives.

Examples:

- Profit
- Quality
- Customer satisfaction
- Project completion
- Public service

2. Management is a continuous process

Management activities continue as long as the organization operates.

3. Management is universal

Management principles can be applied to:

- business,
- government,
- education,

- hospitals,
- construction,
- manufacturing,
- NGOs.

4. Management is a group activity

Managers achieve objectives by coordinating people.

5. Management is dynamic

Organizations operate in changing environments.

Managers must respond to:

- technology,
- competition,
- regulations,
- economic conditions,
- customer expectations.

6. Management is multidisciplinary

Management draws knowledge from:

- economics,
- psychology,
- sociology,
- mathematics,
- statistics,
- engineering,
- law.

7. Management is both an art and a science

Management as a science

Because it uses:

- principles,
- systematic knowledge,
- analytical methods.

Management as an art

Because managers must apply knowledge according to specific situations.

Therefore:

Management is both a science and an art.

3.3 Importance of Management

1. Achievement of organizational objectives

Management converts objectives into action.

2. Optimum utilization of resources

Management reduces:

- wastage,
- duplication,
- unnecessary expenditure.

3. Employee development

Managers provide:

- training,
- guidance,
- feedback,
- opportunities.

4. Adaptation to change

Management helps organizations respond to environmental changes.

5. Coordination

It integrates the efforts of different departments.

6. Productivity improvement

Better management can improve output using available resources.

LECTURE 4

LEADERSHIP THEORIES – I

Leadership theories attempt to explain:

Why some people become effective leaders and what makes leadership effective.

The major theories include:

1. Great Man Theory
2. Trait Theory
3. Behavioural Theory
4. Situational Theory

5. Contingency Theory
6. Transactional Theory
7. Transformational Theory
8. Path-Goal Theory

4.1 Great Man Theory

The Great Man Theory is one of the earliest approaches to leadership.

Main idea

Leaders are born with special qualities.

According to this view, extraordinary individuals naturally emerge as leaders.

Examples historically associated with strong leadership include:

- military leaders,
- political leaders,
- social reformers.

Assumption

Leadership is primarily an **inborn ability**.

Limitation

The theory gives insufficient attention to:

- training,
- environment,
- followers,
- situation.

Modern leadership thinking generally considers leadership more complex than simply being "born a leader."

4.2 Trait Theory

Trait theory focuses on the **personal characteristics of effective leaders**.

The basic question is:

What qualities do successful leaders possess?

Common leadership traits include:

- intelligence,
- confidence,
- integrity,

- determination,
- emotional stability,
- communication ability,
- initiative,
- responsibility,
- social skills.

Example

Suppose a project leader:

- remains calm during delays,
- communicates clearly,
- accepts responsibility,
- makes decisions,
- motivates workers.

These are leadership traits.

4.3 Important Leadership Traits

Intelligence

Ability to understand problems and make appropriate decisions.

Self-confidence

Belief in one's ability to perform successfully.

Integrity

Being honest and consistent in values and actions.

Determination

Persistence in achieving objectives.

Emotional stability

Ability to control emotions under pressure.

Communication ability

Ability to clearly communicate ideas.

Initiative

Willingness to take action without always waiting for instructions.

Responsibility

Accepting accountability for decisions and actions.

4.4 Advantages of Trait Theory

- Easy to understand.
- Identifies desirable leadership qualities.
- Useful in leadership development.
- Helps organizations identify potential leaders.

Limitations

- No universal list of leadership traits.
- A trait that works in one situation may not work in another.
- Does not sufficiently explain follower behaviour.
- Ignores situational factors.

4.5 Behavioural Theory

Trait theory asks:

"What qualities does a leader possess?"

Behavioural theory asks:

"What does a leader actually do?"

The focus shifts from personality to **observable behaviour**.

Leadership can therefore potentially be learned by developing appropriate behaviours.

4.6 Task-Oriented vs People-Oriented Leadership

Task-oriented leader

Focuses primarily on:

- targets,
- deadlines,
- productivity,
- procedures,
- performance.

People-oriented leader

Focuses primarily on:

- employee needs,
- relationships,
- motivation,
- participation,

- teamwork.

Example

A construction project manager who constantly checks:

- daily output,
- schedule,
- material consumption,

is strongly task-oriented.

A manager who spends significant time:

- listening to workers,
- resolving personal problems,
- developing team relationships,

is more people-oriented.

LECTURE 5

LEADERSHIP THEORIES – II

5.1 Situational Leadership Theory

Situational theories argue:

There is no single best leadership style for every situation.

The appropriate leadership approach depends on factors such as:

- employee ability,
- employee willingness,
- task complexity,
- urgency,
- organizational environment.

Example

A new employee may require:

More direction + more supervision

An experienced employee may require:

More freedom + less supervision

Therefore, an effective leader adapts.

5.2 Contingency Theory

Contingency theory states that leadership effectiveness depends on the interaction between:

- leader,
- followers,
- situation.

The basic principle is:

Leadership effectiveness is contingent upon situational factors.

Important factors

- Leader-member relationship
- Task structure
- Position power

Example

A highly directive leader may perform well when:

- work is urgent,
- tasks are clearly defined,
- authority is strong.

The same style may perform poorly when:

- employees are highly skilled,
- creativity is required,
- participation is important.

5.3 Path-Goal Theory

Path-goal theory focuses on how a leader helps followers achieve their goals.

The leader:

1. clarifies the goal,
2. identifies the path,
3. removes obstacles,
4. provides support,
5. motivates employees.

Example

A project manager wants a team to finish a task in 20 days.

Instead of simply saying:

"Finish it in 20 days."

the manager:

- explains the target,
- assigns responsibilities,
- provides resources,
- removes bottlenecks,
- gives feedback,
- rewards performance.

This illustrates the path-goal approach.

5.4 Transactional Leadership

Transactional leadership is based on **exchange**.

The basic relationship is:

Performance → Reward

or

Failure to meet expectations → Corrective action

Examples:

- bonus for achieving targets,
- promotion for strong performance,
- warning for repeated failure.

Characteristics

- clear objectives,
- defined responsibilities,
- rewards,
- monitoring,
- corrective action.

Suitable for

- routine work,
- clearly measurable targets,
- structured organizations.

Limitation

It may not sufficiently encourage:

- creativity,
- innovation,

- long-term transformation.

5.5 Transformational Leadership

Transformational leadership aims to **inspire people to exceed normal expectations and contribute to significant change.**

A transformational leader:

- creates a vision,
- inspires employees,
- encourages innovation,
- develops people,
- builds commitment.

Example

A company is shifting from traditional construction practices to digital construction.

A transformational leader does not merely say:

"Use the new software."

Instead, the leader explains:

"Our industry is changing. Digital methods can improve safety, productivity and project quality. We need to develop these capabilities together."

This creates a vision and motivates change.

5.6 Leadership Theories – Quick Comparison

Theory	Main Question
Great Man	Are leaders born?
Trait	What qualities does a leader possess?
Behavioural	What does a leader do?
Situational	Which style suits the situation?
Contingency	How does leadership effectiveness depend on circumstances?
Path-Goal	How can a leader help followers achieve goals?
Transactional	How can performance be managed through exchange/rewards?
Transformational	How can people be inspired to achieve higher performance/change?

Easy memory sequence:

Born → Traits → Behaviour → Situation → Contingency → Path → Transaction → Transformation

LECTURE 6

LEADERSHIP CHARACTERISTICS, TRAITS & CHARACTER

6.1 Characteristics of an Effective Leader

An effective leader generally demonstrates:

1. Vision
2. Integrity
3. Self-confidence
4. Communication
5. Decision-making ability
6. Emotional intelligence
7. Responsibility
8. Motivation
9. Adaptability
10. Problem-solving ability
11. Team-building ability
12. Empathy
13. Initiative
14. Accountability
15. Resilience

6.2 Vision

A leader should know:

Where are we going?

Vision provides direction.

Example

A project leader may establish a vision of:

"Complete this project safely, within budget, without compromising quality."

6.3 Integrity

Integrity means:

- honesty,
- ethical behaviour,
- consistency between words and actions.

A leader who expects employees to follow safety procedures must also follow them.

6.4 Communication

An effective leader must communicate:

- objectives,
- expectations,
- responsibilities,
- feedback,
- changes.

Good communication should be:

- clear,
- concise,
- timely,
- respectful,
- two-way.

6.5 Decision-Making

Leaders frequently have to choose between alternatives.

A basic decision-making process is:

Identify problem → Gather information → Develop alternatives → Evaluate alternatives → Select → Implement → Review

6.6 Emotional Intelligence

Emotional intelligence is the ability to:

- understand one's emotions,
- control emotions,
- understand others' emotions,
- manage relationships effectively.

Important components include:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

6.7 Empathy

Empathy means understanding another person's perspective and feelings.

A leader does not necessarily have to agree with employees, but should understand their concerns.

6.8 Accountability

A good leader accepts responsibility for outcomes.

Weak leadership often looks for someone to blame.

Strong leadership asks:

"What can I do to solve this?"

6.9 Resilience

Leaders frequently face:

- failure,
- pressure,
- criticism,
- delays,
- uncertainty.

Resilience is the ability to recover and continue working effectively.

6.10 Leader Character

Traits describe qualities or tendencies.

Character refers more deeply to a person's moral and ethical qualities.

Important elements of leadership character:

- honesty,
- integrity,
- fairness,
- courage,
- responsibility,
- respect,
- accountability,
- ethical judgement.

Important exam point

Competence may make a person capable of leading, but character determines whether people can trust that person.

LECTURE 7

PRINCIPLES OF MANAGEMENT

One of the most important classical contributors to management theory was **Henri Fayol**.

Fayol proposed **14 principles of management**.

These are highly important for examinations.

Fayol's 14 Principles of Management

1. Division of Work

Work should be divided among individuals according to specialization.

Benefits

- specialization,
- efficiency,
- productivity,
- skill development.

Example

In construction:

- structural engineer handles structural design,
- quantity surveyor handles quantities/cost,
- site engineer handles site execution.

2. Authority and Responsibility

Authority is the right to give orders.

Responsibility is the obligation to perform assigned duties.

Principle

Authority and responsibility should be balanced.

A manager cannot be held responsible for a task without having adequate authority to perform it.

3. Discipline

Employees should respect organizational rules and agreements.

Discipline requires:

- clear rules,
- fair treatment,
- consistency,
- accountability.

4. Unity of Command

An employee should receive orders from **one superior**.

Example

If a site engineer receives conflicting instructions from two managers, confusion may occur.

Therefore:

One employee → One direct superior

5. Unity of Direction

Activities having the same objective should follow:

- one plan,
- one head.

Difference

Unity of command: one employee → one boss.

Unity of direction: one group of activities → one plan and one head.

6. Subordination of Individual Interest to General Interest

Organizational interests should take priority over individual interests when they conflict.

Example:

An employee cannot prioritize personal convenience when an important safety or project requirement must be fulfilled.

7. Remuneration

Employees should receive fair compensation for their services.

Remuneration should consider:

- employee contribution,
- organizational capacity,
- fairness,
- prevailing conditions.

8. Centralization

Centralization refers to the degree to which decision-making authority is concentrated at higher levels.

Centralized

Top management makes most decisions.

Decentralized

Decision-making authority is distributed.

Neither is universally best.

The appropriate degree depends on circumstances.

9. Scalar Chain

Scalar chain refers to the formal line of authority from top management to lower levels.

Example:

CEO → General Manager → Project Manager → Site Engineer → Supervisor → Worker

10. Order

There should be proper arrangement of:

Material order

Everything should have a proper place.

Social order

The right person should be in the right position.

11. Equity

Managers should treat employees fairly and respectfully.

Equity does not necessarily mean identical treatment.

It means **fair and just treatment**.

12. Stability of Tenure of Personnel

Frequent employee turnover can negatively affect organizational performance.

Organizations should provide reasonable stability to employees.

Benefits include:

- experience retention,
- lower recruitment cost,
- better productivity.

13. Initiative

Employees should be encouraged to:

- propose ideas,
- take appropriate action,
- solve problems.

Initiative can increase motivation.

14. Esprit de Corps

Esprit de corps means **team spirit and unity**.

Managers should promote:

- cooperation,
- harmony,
- teamwork,
- mutual respect.

Fayol's 14 Principles – Memory Trick

Remember:

D A D U U S R C S O E S I E

You can group them:

**Division – Authority – Discipline – Unity – Unity – Subordination – Remuneration – Centralization –
Scalar – Order – Equity – Stability – Initiative – Esprit**

LECTURE 8

MANAGERIAL FUNCTIONS

Management is commonly explained through several functions.

The major functions are:

1. Planning
2. Organizing
3. Staffing
4. Directing
5. Coordinating
6. Controlling

8.1 Planning

Planning means deciding:

What should be done, how, when, where, and by whom?

Planning involves:

- objectives,
- strategies,
- activities,
- resources,
- schedules.

Example

Before constructing a building, management plans:

- design,
- manpower,
- materials,
- equipment,
- cost,
- schedule,
- safety.

Steps in Planning

Set objectives

↓

Analyze current situation

↓

Develop alternatives

↓

Evaluate alternatives

↓

Select plan

↓

Implement

↓

Monitor and revise

8.2 Organizing

Organizing involves arranging:

- people,
- tasks,
- authority,
- resources,
- relationships.

Example

For a construction project:

Project Manager

↓

Planning Engineer | Site Engineer | Safety Officer | Quantity Surveyor

↓

Supervisors

↓

Workers

Organizing establishes who is responsible for what.

8.3 Staffing

Staffing involves obtaining and developing appropriate human resources.

It includes:

- manpower planning,
- recruitment,
- selection,
- placement,
- training,
- development,
- performance evaluation.

Example

A company needs a structural engineer.

The staffing process may involve:

Job requirement → Recruitment → Selection → Appointment → Training → Evaluation

8.4 Directing

Directing means guiding and supervising employees to accomplish organizational objectives.

It includes:

- leadership,
- communication,
- motivation,
- supervision.

Therefore:

Leadership is an important component of directing.

8.5 Coordinating

Coordination means integrating the activities of different individuals and departments.

Example

In a building project:

The structural engineer, architect, MEP engineer and site team must coordinate.

If the structural drawing conflicts with an MEP requirement, coordination is required.

8.6 Controlling

Controlling means ensuring that actual performance conforms to planned performance.

Basic process

Set standards

↓

Measure actual performance

↓

Compare actual vs standard

↓

Identify deviations

↓

Take corrective action

Example

Planned concrete consumption:

100 m³

Actual consumption:

120 m³

Deviation:

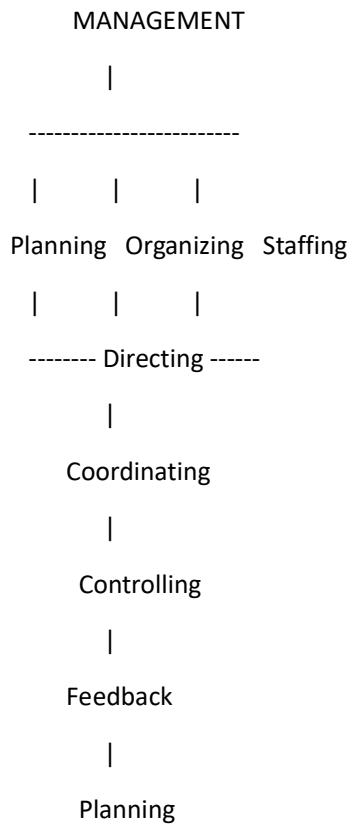
20 m³

Management must investigate:

- material wastage?
- design change?
- measurement error?
- poor control?

Then corrective action can be taken.

Management Functions – Easy Diagram



Management is therefore a **continuous cycle**, not a one-way process.

LECTURE 9

LEADER VS MANAGER

This is one of the most important examination topics.

9.1 Basic Difference

Manager

A manager primarily focuses on:

- planning,
- organizing,
- coordinating,
- controlling,
- achieving organizational objectives.

Leader

A leader primarily focuses on:

- influence,

- vision,
- motivation,
- people,
- change,
- direction.

9.2 Leader vs Manager – Detailed Table

Basis	Leader	Manager
Primary focus	People and direction	Systems and objectives
Source of influence	Trust, inspiration, expertise	Formal authority
Orientation	Change and vision	Planning and stability
Main question	"Why?"	"How?"
Motivation	Inspires	Often uses formal systems
Risk	May encourage calculated risk	Usually manages risk
Relationship	Followers	Subordinates/team members
Time focus	Often future-oriented	Often present/operational
Authority	May be formal or informal	Usually formal
Change	Promotes change	Implements/manages change
Communication	Inspires and influences	Gives information/instructions
Success	Commitment and vision	Efficiency and target achievement

9.3 "Manager Does Things Right; Leader Does the Right Things"

This famous conceptual distinction can be remembered as:

Manager

Efficiency

Leader

Direction and effectiveness

But be careful:

A good manager should also demonstrate leadership.

A good leader should understand management.

Therefore, modern organizations need people who can perform **both roles**.

9.4 Leader and Manager Are Not Opposites

It is wrong to say:

"Managers are bad and leaders are good."

That is an oversimplification.

Organizations need management for:

- budgets,
- schedules,
- procedures,
- quality,
- resource allocation,
- control.

They need leadership for:

- vision,
- motivation,
- innovation,
- commitment,
- change.

Best combination

Management + Leadership = Sustainable organizational performance

9.5 Example: Construction Project

Imagine a project is scheduled for completion in 90 days.

Manager

The manager:

- prepares schedule,
- assigns manpower,
- controls budget,
- monitors progress,
- checks quality,
- prepares reports.

Leader

The leader:

- motivates the team,
- creates commitment,
- handles conflict,
- builds trust,
- communicates the project vision,
- inspires employees during difficult periods.

Effective project head

Does **both**.

LECTURE 10

LEADERSHIP STYLES

Leadership style refers to:

The characteristic way in which a leader behaves toward followers while directing, motivating and influencing them.

There is no single leadership style that is best for every situation.

10.1 Autocratic Leadership

The leader makes decisions with limited participation from followers.

Features

- centralized decision-making,
- strong control,
- limited employee participation,
- clear instructions.

Advantages

- quick decisions,
- useful during emergencies,
- clear responsibility.

Disadvantages

- low participation,
- may reduce creativity,
- may reduce employee satisfaction.

Suitable when

- emergency exists,

- quick decision is required,
- employees are inexperienced.

10.2 Democratic Leadership

Employees participate in decision-making.

Features

- consultation,
- participation,
- discussion,
- shared ideas.

Advantages

- higher involvement,
- better communication,
- creativity,
- employee commitment.

Disadvantages

- slower decisions,
- difficult during emergencies.

Suitable when

- employee expertise is valuable,
- creativity is required,
- time allows discussion.

10.3 Laissez-Faire Leadership

"Laissez-faire" means allowing people considerable freedom.

The leader provides resources and broad direction but gives employees substantial autonomy.

Advantages

- creativity,
- independence,
- useful for highly skilled professionals.

Disadvantages

- lack of coordination,
- unclear responsibility,

- poor performance if employees lack self-discipline.

Suitable for

- experienced professionals,
- research teams,
- highly skilled technical teams.

10.4 Bureaucratic Leadership

The leader emphasizes:

- rules,
- procedures,
- regulations,
- hierarchy.

Advantages

- consistency,
- safety,
- predictable processes,
- compliance.

Suitable for

- highly regulated organizations,
- safety-critical work,
- government systems.

Disadvantages

- rigidity,
- slow decision-making,
- reduced innovation.

10.5 Paternalistic Leadership

The leader acts in a protective or father-like manner.

The leader may make decisions while considering employees' welfare.

Features

- protection,
- guidance,
- concern for employees,

- strong authority.

10.6 Transactional Leadership Style

Based on:

Performance ↔ Reward

Examples:

- bonus,
- promotion,
- recognition,
- corrective action.

Best suited to environments with clear measurable objectives.

10.7 Transformational Leadership Style

The leader seeks to transform:

- attitudes,
- motivation,
- organizational culture,
- performance.

Key features

- vision,
- inspiration,
- innovation,
- intellectual stimulation,
- individual development.

10.8 Situational Leadership Style

The leader changes the approach according to circumstances.

For example:

Situation	Possible Style
Emergency	Autocratic/directive
Experienced team	Delegative
New employees	Coaching/directive
Creative problem	Democratic

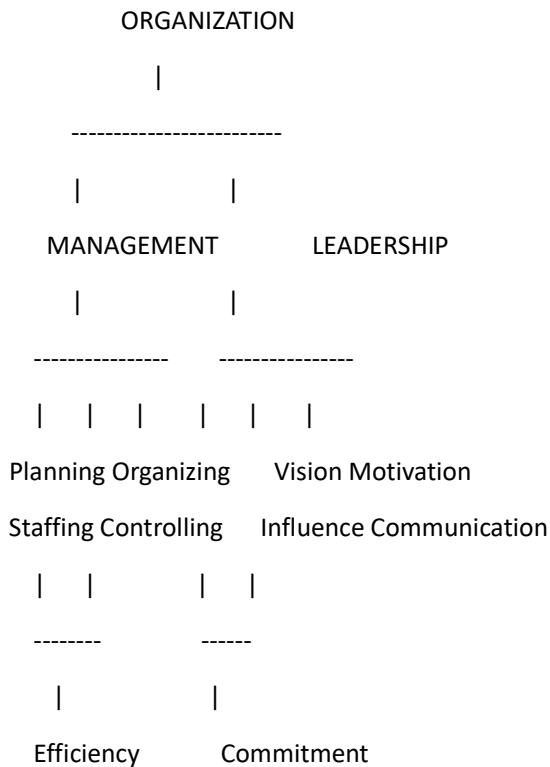
Situation	Possible Style
Highly regulated work	Bureaucratic
Organizational transformation	Transformational

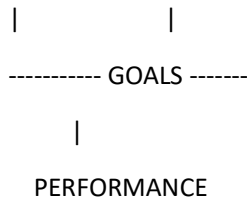
LEADERSHIP STYLES – COMPARISON

Style	Decision-making	Employee freedom	Best suited for
Autocratic	Leader	Low	Emergency
Democratic	Shared	Moderate	Team decisions
Laissez-faire	Employees	High	Experts
Bureaucratic	Rules/system	Low–moderate	Regulated work
Paternalistic	Leader	Moderate	Welfare-oriented setting
Transactional	Leader/system	Moderate	Target-based work
Transformational	Shared/inspiring	High	Change & innovation
Situational	Depends	Depends	Changing situations

INTEGRATED CONCEPT: LEADERSHIP + MANAGEMENT

A useful way to understand the entire unit is:





VERY IMPORTANT EXAM CONCEPTS

1. Leadership vs Management

Remember:

Management manages resources and processes; leadership influences and inspires people toward goals.

2. Trait vs Behavioural Theory

Trait theory:

What qualities does the leader have?

Behavioural theory:

What does the leader do?

3. Situational vs Trait Theory

Trait

Focuses on characteristics of the leader.

Situational

Focuses on the situation and appropriate leadership behaviour.

4. Transactional vs Transformational

Transactional

Reward for performance

Transformational

Inspiration for higher performance and change

5. Unity of Command vs Unity of Direction

Unity of Command

One employee → One superior

Unity of Direction

One objective/activity → One plan + One head

This is a common examination question.

SHORT NOTES FOR EXAMINATION

Leadership

Leadership is the process of influencing, guiding and motivating individuals or groups to achieve common objectives.

Management

Management is the process of planning, organizing, staffing, directing and controlling organizational resources to achieve objectives efficiently and effectively.

Leader

A leader is a person who influences and guides others toward achieving a common objective.

Manager

A manager is a person responsible for planning, organizing, directing and controlling organizational activities and resources.

Leadership Traits

Important leadership traits include:

- intelligence,
- confidence,
- integrity,
- determination,
- emotional stability,
- communication ability,
- initiative,
- responsibility,
- adaptability.

LONG-ANSWER QUESTIONS

These are excellent questions for university examinations.

Q1. Define leadership. Explain its characteristics and importance.

Q2. Define management and explain its nature and importance.

Q3. Explain the major theories of leadership.

Q4. Explain Trait Theory and Behavioural Theory of leadership.

Q5. Discuss Situational and Contingency theories of leadership.

Q6. Explain the characteristics of an effective leader.

Q7. Explain Fayol's 14 principles of management.

Q8. Explain the various functions of management.

Q9. Differentiate between a leader and a manager.

Q10. Explain various leadership styles with their advantages and limitations.

Q11. Explain transformational and transactional leadership.

Q12. Discuss the importance of leadership in organizational success.

10-MARK ANSWER STRUCTURE

For a 10-mark question such as:

"Explain the principles of management."

Use this structure:

Introduction

Define management.

Main body

Explain the 14 principles individually.

For each principle:

Name → Meaning → Example

Conclusion

Write:

The principles of management provide a systematic framework for coordinating human and organizational resources. Although developed under classical management thinking, they remain useful as general guidelines and should be adapted according to organizational circumstances.

This structure produces a much stronger answer than simply listing the 14 principles.

PRACTICAL CASE STUDY

Case: Delayed Construction Project

A building project is scheduled to finish in 30 days.

However:

- labour productivity has decreased,
- materials are arriving late,
- workers are demotivated,
- engineers are blaming contractors,
- departments are not communicating properly.

The project manager calls a meeting.

He:

1. identifies the causes,

2. redistributes responsibilities,
3. creates a revised schedule,
4. communicates new targets,
5. motivates workers,
6. coordinates departments,
7. monitors daily progress.

Questions

1. Which managerial functions are being used?

Answer:

- Planning
- Organizing
- Directing
- Coordinating
- Controlling

2. Which leadership characteristics are required?

- Communication
- Decision-making
- Motivation
- Problem-solving
- Emotional stability
- Accountability

3. Which leadership style may be suitable?

A combination of **situational and transformational leadership**, with a more directive approach when urgent decisions are required.

UNIT–II: HUMAN RESOURCE MANAGEMENT IN ORGANIZATIONS

**Human Resource Management, Job & Job Analysis, Staff Development, Training & Development,
Organizational Development and Learning Organization**

Total Teaching Time: 10 Hours

PART A — UNIT OVERVIEW

1. Learning Objectives

After completing this unit, students should be able to:

- Define Human Resource Management (HRM) and explain its meaning, nature, objectives and scope.
- Explain why people are considered a critical organizational resource and relate HRM to organizational performance.
- Explain the meaning and purpose of job analysis.
- Differentiate between job description and job specification.
- Explain the need, objectives and major approaches of staff development.
- Explain training and development and describe a systematic training process.
- Distinguish between training and development and identify suitable approaches for different needs.
- Explain Organizational Development (OD) and describe the major components of the OD process.
- Explain the concept and characteristics of a learning organization.
- Apply HRM, staff development, training, OD and learning-organization concepts to practical workplace situations.

2. Syllabus Coverage

The syllabus specifies Unit II as Human Resource Management in Organizations and allocates 10 hours. The prescribed sub-topics are:

- Human Resource Management: Meaning, Nature, Objectives, Scope
- Job & Job Analysis
- Staff Development: Need and Objectives of Staff Development, Approaches
- Training & Development
- Organizational Development: Components of OD process
- Learning Organization

Syllabus basis: The attached syllabus lists Unit II under Human Resource Management in Organizations with an allotted time of 10 hours.

Teaching orientation: These notes expand the prescribed Unit II headings into ten one-hour lectures while retaining the terminology and sequence of the syllabus.

Course alignment: The course learning outcomes include communicating for a positive work culture, demonstrating leadership abilities, undertaking change management and designing training for staff development; Unit II provides the human-resource foundation for these outcomes.

LECTURE 11

HUMAN RESOURCE MANAGEMENT: MEANING, NATURE AND IMPORTANCE

Teaching Time: 1 Hour

1.1 Introduction to Human Resource Management

Every organization requires resources such as money, materials, machines, technology, information and time. However, people plan, operate, coordinate, maintain and improve the use of all these resources. Human Resource Management (HRM) is therefore concerned with managing people in a systematic manner so that organizational objectives and employee development can be supported together.

In simple terms, HRM is the organized approach to attracting, placing, developing, motivating, supporting and retaining people so that they can contribute effectively to organizational goals.

1.2 Meaning of Human Resource Management

Human Resource Management may be understood as the systematic management of people at work. It includes activities related to identifying human-resource requirements, assigning people to jobs, developing their competence, supporting performance, maintaining positive work relationships and preparing employees for future responsibilities.

Simple definition: HRM is the process of managing people so that their knowledge, skills, abilities and efforts are effectively aligned with organizational objectives.

1.3 Why are people called Human Resources?

- People possess knowledge, skills, experience and creativity that can be used to accomplish organizational objectives.
- People operate and improve other organizational resources such as machines, materials and technology.
- Human capability can develop through learning, training, experience and feedback.
- People can generate new ideas and solve problems rather than merely consume resources.
- Employee attitudes, motivation and relationships influence the work environment and productivity.

1.4 Nature of HRM

- People-oriented: HRM focuses on individuals, groups, their needs, abilities, relationships and development.
- Goal-oriented: HR activities should support organizational objectives while maintaining appropriate concern for employees.
- Continuous process: Human-resource activities continue throughout the life of an organization.
- Development-oriented: HRM emphasizes improvement of knowledge, skills, competence and future capability.
- Universal: HRM principles are relevant in manufacturing, education, government, hospitals, service organizations and other workplaces.
- Integrative: HRM connects employee needs with organizational requirements.

- Dynamic: HR practices must respond to changes in technology, work methods, organizational structure and workforce expectations.
- Relationship-oriented: Effective HRM supports cooperation, communication, trust and a positive work culture.

1.5 Importance of HRM

- Ensures availability of suitable people for organizational work.
- Helps place people in jobs that match their qualifications and capabilities.
- Improves employee competence through training and development.
- Supports motivation, commitment and a positive work environment.
- Helps organizations adapt to changes in technology, processes and work requirements.
- Supports coordination between organizational objectives and individual development.
- Contributes to productivity, quality and effective utilization of human capability.

1.6 Classroom Example

A technical workshop has skilled instructors, but several machines are underutilized because employees have not been trained on newer controls. An HR-oriented solution is not simply to purchase another machine. The organization should identify the competency gap, arrange appropriate training, support employees during implementation and review performance after training.

Key idea: HRM is not merely an administrative activity. It is concerned with developing and effectively using human capability.

LECTURE 12

HRM: OBJECTIVES, SCOPE AND MAJOR HR ACTIVITIES

Teaching Time: 1 Hour

2.1 Objectives of HRM

- Organizational objective: contribute to achievement of organizational goals through effective use of human resources.
- Functional objective: maintain HR activities at a level that appropriately supports organizational needs.
- Personal/employee objective: support employees in developing and applying their capabilities.
- Societal/work-culture objective: encourage responsible and positive relationships within the workplace.

2.2 Major Objectives Explained

Right person for the right work: identify and match people with job requirements.

Competence development: improve knowledge, skills and work capability.

Performance improvement: help employees understand expectations and improve results.

Employee motivation and engagement: create conditions in which employees can contribute willingly.

Retention and continuity: preserve useful experience and organizational knowledge.

Healthy work relationships: encourage communication, cooperation, fairness and respect.

Adaptation to change: prepare employees for changes in technology, processes and organizational priorities.

2.3 Scope of HRM

Area	What it covers
Human-resource planning	Estimating present and future human-resource requirements.
Job analysis	Studying jobs and identifying duties, responsibilities and requirements.
Recruitment and selection	Attracting and choosing suitable people for available jobs.
Placement and induction	Assigning employees and helping them understand the workplace.
Training and development	Building current competence and future capability.
Performance management	Setting expectations, reviewing performance and giving feedback.
Employee development	Preparing employees for broader responsibilities and career growth.

Employee relations	Supporting communication, cooperation and constructive workplace relationships.
Organizational development	Supporting planned improvement in organizational effectiveness.

2.4 HRM and Organizational Performance

HRM influences performance through a chain of capability and behavior:

People requirement → suitable placement → competence development → motivation/support → improved performance → organizational results

2.5 HRM in a Polytechnic/Technical Organization

- Identifying teaching and technical-support requirements.
- Analyzing duties associated with laboratory, workshop and academic positions.
- Developing staff through training, workshops, mentoring and professional learning.
- Preparing employees to use new laboratory equipment, software or teaching methods.
- Supporting teamwork, communication and positive work culture.
- Reviewing training needs when curriculum, technology or institutional requirements change.

Exam focus: Prepare a clear distinction between the objectives and scope of HRM. Objectives explain what HRM seeks to achieve; scope identifies the major areas in which HR activities are performed.

LECTURE 13

JOB, JOB ANALYSIS AND THE JOB-ANALYSIS PROCESS

Teaching Time: 1 Hour

3.1 Meaning of a Job

A job is a collection of related duties, tasks and responsibilities assigned to a person in an organization. A job exists because certain work has to be performed to achieve an organizational purpose.

Example: The job of a laboratory technician may include preparing equipment, maintaining instruments, assisting practical sessions, following safety procedures, recording observations and supporting laboratory housekeeping.

3.2 Meaning of Job Analysis

Job analysis is a systematic study of a job to identify and understand its duties, responsibilities, activities, working conditions and the knowledge, skills and other requirements needed to perform it.

Simple definition: Job analysis answers two basic questions: What does the job involve? What is required from the person performing it?

3.3 Need for Job Analysis

- Clarifies what work has to be performed.
- Provides a basis for preparing job descriptions and job specifications.
- Helps identify suitable qualifications, skills and competencies.
- Supports recruitment and selection decisions.
- Helps identify training and development needs.
- Supports performance expectations and evaluation.
- Assists in redesigning jobs when technology or work processes change.

3.4 Information Collected During Job Analysis

Information	Typical questions
Job identity	What is the job title and organizational position?
Duties and tasks	What activities are performed?
Responsibilities	What results or responsibilities belong to the job holder?
Authority/relationships	To whom does the employee report and with whom does the employee coordinate?
Tools/equipment	Which machines, instruments, software or materials are used?
Work conditions	Where and under what conditions is the work

	performed?
Knowledge and skills	What technical and interpersonal capabilities are required?
Qualifications	What educational or professional background is appropriate?

3.5 Methods of Job Analysis

- Observation: studying employees while they perform their work; useful for observable practical tasks.
- Interview: asking job holders and supervisors about duties, responsibilities and requirements.
- Questionnaire: collecting structured information from several job holders.
- Work diary/log: recording activities performed over a period of time.
- Document review: examining existing job records, procedures, manuals and performance information.

3.6 Basic Job-Analysis Process

**Select job → identify purpose → collect job information → verify information → organize findings
→ prepare job documentation → review periodically**

Practical point: Job analysis should describe the actual work rather than an idealized version of the job. It should be reviewed when technology, responsibilities or work processes change.

LECTURE 14

JOB DESCRIPTION, JOB SPECIFICATION AND APPLICATIONS OF JOB ANALYSIS

Teaching Time: 1 Hour

4.1 Job Description

A job description is a written statement describing the job itself. It generally identifies the job title, purpose, major duties, responsibilities, reporting relationships, work conditions and other relevant job information.

4.2 Typical Contents of a Job Description

- Job title and department.
- Job purpose or summary.
- Major duties and responsibilities.
- Reporting relationship.
- Key work activities.
- Authority and coordination relationships.
- Equipment, tools or systems used.
- Relevant working conditions or safety requirements.

4.3 Job Specification

A job specification describes the human requirements for performing the job successfully. It may include educational qualifications, technical knowledge, experience, skills, abilities and other relevant competencies.

4.4 Job Description vs Job Specification

Basis	Job Description	Job Specification
Focus	The job	The person/job holder
Main question	What does the job involve?	What is required to perform the job?
Content	Duties, responsibilities, reporting and work context	Qualifications, knowledge, skills, experience and abilities
Use	Clarifies job responsibilities	Supports selection and development of suitable employees

4.5 Applications of Job Analysis

- Recruitment: helps prepare accurate vacancy information.
- Selection: helps define required qualifications and competencies.
- Training: identifies gaps between job requirements and employee capability.
- Performance management: provides clarity about expected responsibilities.

- Career development: helps identify competencies required for higher responsibilities.
- Organizational development: identifies changes required in jobs when work processes change.
- Work organization: reduces ambiguity and duplication of responsibilities.

4.6 Example: Workshop Instructor

Job description: conduct practical instruction, prepare equipment, supervise student work, maintain safety and complete required records.

Job specification: appropriate technical qualification, practical competence, communication ability, laboratory/workshop safety knowledge and ability to guide learners.

Common examination distinction: Job description describes the job; job specification describes the qualities and requirements of the person who can perform the job.

LECTURE 15

STAFF DEVELOPMENT: NEED AND OBJECTIVES

Teaching Time: 1 Hour

5.1 Meaning of Staff Development

Staff development is the systematic effort to improve employees' knowledge, skills, attitudes, professional competence and readiness for present and future responsibilities.

Simple definition: Staff development means helping employees become more capable and effective in their present work and better prepared for future roles.

5.2 Why is Staff Development Needed?

- Changes in technology and work methods create new competency requirements.
- New employees need orientation and support.
- Existing employees may have skill gaps that affect performance.
- Employees may need preparation for greater responsibility.
- Organizations need continuous improvement rather than dependence only on existing knowledge.
- Professional learning can improve confidence, adaptability and problem-solving capability.
- Development supports organizational change and improved work culture.

5.3 Objectives of Staff Development

- Improve present-job performance.
- Develop technical and professional competence.
- Improve communication, teamwork and interpersonal capability.
- Prepare employees for higher or broader responsibilities.
- Develop leadership and problem-solving ability.
- Support adaptation to organizational and technological change.
- Encourage continuous learning and professional growth.

5.4 Staff Development as a Continuous Cycle

Identify development need → set development objective → choose approach → provide learning opportunity → apply learning at work → review results → identify next need

5.5 Training Need vs Development Need

Training need	Development need
Often linked to a specific current-job competency gap.	Often linked to broader or future capability.
May be short-term and task-specific.	May be longer-term and career/role oriented.
Example: learning a newly installed machine.	Example: preparing a technical employee for supervisory responsibility.

Teaching activity: Ask students to identify three competencies a newly appointed laboratory/workshop staff member would need during the first three months.

LECTURE 16

STAFF DEVELOPMENT APPROACHES; TRAINING AND DEVELOPMENT

Teaching Time: 1 Hour

6.1 Approaches to Staff Development

Staff development can use multiple approaches. The appropriate approach depends on the purpose, learner, job, resources and desired outcome.

Approach	Description	Example
On-the-job learning	Learning while performing actual work with guidance.	Learning equipment operation under an experienced technician.
Coaching	A supervisor or experienced person provides focused guidance and feedback.	Supervisor coaches an employee on work planning.
Mentoring	An experienced person supports longer-term professional growth.	Senior faculty mentors a junior faculty member.
Workshops/seminars	Structured learning around a defined topic.	Workshop on a new laboratory technique.
Job rotation	Employee experiences different related tasks or roles.	Technical staff rotates across testing sections.
Self-directed learning	Employee independently studies and practices.	Learning software through guided resources and practice.
Group learning	Employees learn through discussion, projects or collaborative activities.	Team problem-solving exercise.

6.2 Meaning of Training

Training is a planned learning process intended to improve the knowledge, skills and attitudes required for effective performance of a current or identified work role.

6.3 Meaning of Development

Development is a broader process concerned with building an employee's capabilities for future responsibilities, broader roles and continuing professional growth.

6.4 Training vs Development

Basis	Training	Development
Primary orientation	Present job	Future/broader responsibilities

Typical focus	Specific knowledge and skills	Overall capability and growth
Time perspective	Often short- to medium-term	Often medium- to long-term
Example	Operating a new testing machine safely	Preparing a technician for supervisory responsibilities

6.5 Principles of Effective Staff Development

- Relevance: learning should address a real work or development need.
- Participation: learners should actively engage rather than only receive information.
- Practice: opportunities should exist to apply new knowledge or skills.
- Feedback: learners need timely information about strengths and improvement areas.
- Continuity: development should be treated as an ongoing process.
- Workplace transfer: learning should be applied in actual job situations.
- Evaluation: the organization should review whether the development activity produced useful outcomes.

LECTURE 17

TRAINING PROCESS, METHODS AND EVALUATION

Teaching Time: 1 Hour

7.1 Systematic Training Process

Training should not begin simply because a training program is available. A systematic process begins with identifying the actual need.

Need identification → training objectives → training design → delivery → application → evaluation → improvement

7.2 Training Need Identification

- Organizational level: What organizational problem or future requirement needs attention?
- Job/task level: What knowledge, skills or procedures are required for the job?
- Individual level: What competency gap exists for a particular employee?

7.3 Setting Training Objectives

A useful training objective should clearly state what the learner should be able to do after training. Objectives should be observable and related to the job requirement.

Example: Instead of 'understand the UTM', a more useful objective is 'operate the UTM according to the prescribed procedure and safety requirements.'

7.4 Major Training Methods

Method	Suitable use
Lecture/instruction	Introducing concepts, procedures and background knowledge.
Demonstration	Showing how a task or equipment operation is performed.
Practical exercise	Developing hands-on skill through supervised practice.
Case study	Developing analysis and decision-making ability.
Role play	Developing communication and interpersonal skills.
Simulation	Practising situations that may be difficult, costly or risky to reproduce directly.
Project/assignment	Applying knowledge to a realistic work problem.

7.5 Training Evaluation

Training evaluation asks whether the learning activity achieved its intended purpose. Evaluation can examine:

- Learner reaction: Was the learning experience relevant and useful?
- Learning: What knowledge or skill was gained?
- Application/behaviour: Is the employee applying the learning at work?
- Results: Has the training contributed to improved work outcomes?

7.6 Example

A laboratory introduces a new hardness-testing instrument. A good training program should first identify the competency requirement, establish operating and safety objectives, demonstrate the instrument, provide supervised practice, assess the learner and later verify whether the employee can use the instrument correctly in routine work.

LECTURE 18

ORGANIZATIONAL DEVELOPMENT: CONCEPT AND NEED

Teaching Time: 1 Hour

8.1 Meaning of Organizational Development

Organizational Development (OD) is a planned and systematic effort to improve an organization's effectiveness, functioning and ability to adapt by working with people, processes and organizational systems.

Simple definition: OD is a planned effort to improve how an organization works and how effectively its people and systems respond to changing requirements.

8.2 Key Features of OD

- Planned: OD involves deliberate action rather than random change.
- Organization-wide or system-oriented: it considers relationships among people, teams, structures and processes.
- People-centered: OD recognizes that organizational improvement depends strongly on people and their interactions.
- Change-oriented: OD supports organizations in responding to internal and external changes.
- Data-informed: OD activities benefit from identifying current conditions and reviewing outcomes.
- Continuous improvement-oriented: OD is not limited to a single event.

8.3 Why Organizations Need OD

- Technological change may require new skills and work processes.
- Organizational structures may need improvement.
- Communication problems may reduce coordination.
- Conflict may reduce team effectiveness.
- New policies or responsibilities may require adaptation.
- Organizations may need a stronger culture of learning and improvement.
- Performance problems may indicate weaknesses in systems rather than only individual effort.

8.4 OD and Individual Training: Difference

Training

Often focuses on individual or group competence.

May address a specific skill gap.

Example: training staff to use new software.

Organizational Development

Focuses on broader organizational functioning and change.

May address systems, culture, relationships, processes and adaptation.

Example: redesigning work processes and coordination after software implementation.

8.5 OD Example

Suppose several departments repeatedly submit incomplete information to one another. Conducting a one-hour communication lecture may help, but the underlying issue may also involve unclear responsibilities, incompatible procedures or poor coordination. An OD approach examines the broader system, involves relevant people, identifies causes and implements coordinated improvements.

LECTURE 19

ORGANIZATIONAL DEVELOPMENT: COMPONENTS OF THE OD PROCESS

Teaching Time: 1 Hour

9.1 Overview of the OD Process

Although OD approaches can vary, a practical OD process can be understood through a sequence of connected components:

Recognize need → diagnose current situation → plan intervention → implement change → evaluate results → reinforce learning/improvement

9.2 Component 1: Recognition of Need

The organization identifies a performance, coordination, culture, capability or change-related need. The need should be stated clearly rather than assuming a solution before understanding the problem.

9.3 Component 2: Diagnosis

Diagnosis means collecting and examining relevant information to understand the present situation and likely causes.

- What is happening?
- Where is the problem occurring?
- Who is affected?
- What processes or relationships are involved?
- What evidence supports the diagnosis?

9.4 Component 3: Planning the Intervention

An intervention is an intentional action designed to improve the identified condition. The intervention should be connected to the diagnosis and should have clear objectives.

9.5 Component 4: Implementation

The planned intervention is introduced. Communication, participation, leadership support, resource availability and monitoring are important during implementation.

9.6 Component 5: Evaluation

Evaluation compares the condition after intervention with the intended objectives. Useful questions include: Did performance improve? Did coordination improve? Were employees able to apply the new process? What unintended effects appeared?

9.7 Component 6: Reinforcement and Continuous Improvement

Successful changes should become part of normal work where appropriate. The organization should preserve useful learning, continue monitoring and modify the intervention when evidence shows that improvement is incomplete.

9.8 People-Related OD Interventions

- Team-building activities to improve cooperation and trust.
- Communication improvement initiatives.
- Conflict-resolution interventions.
- Leadership and supervisory development.
- Cross-functional problem-solving groups.
- Learning and knowledge-sharing activities.

9.9 Role of Leadership in OD

- Create clarity about why change is needed.
- Communicate the purpose and expected outcomes.
- Encourage participation and constructive feedback.
- Provide resources and remove barriers.
- Model the desired behaviour.
- Review results and support continuous improvement.

Important distinction: Training may be one intervention within OD, but OD is broader than training because it addresses organizational systems, relationships and processes as well as individual capability.

LECTURE 20

LEARNING ORGANIZATION, INTEGRATION, CASE STUDY AND REVISION

Teaching Time: 1 Hour

10.1 Meaning of a Learning Organization

A learning organization is an organization that deliberately supports continuous learning, knowledge sharing, reflection, adaptation and improvement. Learning is not treated as an occasional training event; it becomes part of how the organization works.

Simple definition: A learning organization continuously learns from experience and uses that learning to improve people, processes and results.

10.2 Characteristics of a Learning Organization

- Continuous learning: employees regularly develop knowledge and skills.
- Knowledge sharing: useful experience and information are shared rather than remaining with individuals.
- Open communication: people can raise problems, ideas and improvement suggestions.
- Reflection: the organization learns from both success and failure.
- Team learning: groups learn through collaboration and problem-solving.
- Adaptability: the organization responds to changes in technology, policy and work requirements.
- Leadership support: leaders encourage learning, experimentation and improvement.
- Application of learning: knowledge is converted into changed practices and better outcomes.

10.3 Learning Organization vs Training Program

Training program	Learning organization
A planned learning activity.	A broader organizational culture and system.
May occur at a particular time.	Learning is continuous.
Often has defined participants and objectives.	Learning involves individuals, teams and organizational processes.
Focuses on specific learning outcomes.	Focuses on continuous adaptation and improvement.

10.4 Creating a Learning-Oriented Workplace

- Encourage employees to share useful experience.
- Use meetings and reviews as opportunities for learning, not only reporting.
- Allow reasonable experimentation and improvement suggestions.
- Provide mentoring, coaching and relevant training.
- Document lessons learned from projects and problems.
- Recognize employees who contribute useful improvements.
- Use feedback and performance information to identify further learning needs.

10.5 Integrated HRM–Staff Development–Training–OD–Learning Model

HRM identifies and supports people requirements → Job analysis clarifies work and competency requirements → Staff development builds capability → Training addresses specific learning needs → OD improves organizational systems and change capability → Learning organization makes continuous learning part of normal organizational functioning.

10.6 Practical Case Study

Case: A technical institute introduces new computerized testing equipment. Some staff members can operate the equipment, while others continue using old procedures. Students report inconsistent practical results. Communication between the laboratory and academic sections is weak.

Questions

- What HRM issues can be identified?
- How can job analysis help clarify responsibilities?
- What staff-development needs are visible?
- What type of training should be arranged?
- Why might training alone be insufficient?
- How could an OD process improve the situation?
- What practices would help the institute become a learning organization?

Suggested Analysis

- HRM issue: alignment of people capability with changing work requirements.
- Job analysis: clarify equipment-related duties, responsibilities and required competencies.
- Staff development: build technical competence, communication and adaptation capability.
- Training: demonstration plus supervised hands-on practice, followed by assessment.
- OD: review coordination, procedures, information flow and implementation barriers.
- Learning organization: document lessons, share experience, review results and continuously improve practices.

PART B — QUICK REVISION

Key Definitions

Term	Exam-ready meaning
Human Resource Management	Systematic management of people so that human capability is aligned with organizational objectives.
Job	A collection of related duties, tasks and responsibilities assigned to a person.
Job Analysis	Systematic study of a job to identify its duties, responsibilities, conditions and human requirements.
Job Description	Written description of the job, including duties,

responsibilities and work context.	
Job Specification	Statement of the human qualifications, knowledge, skills, experience and abilities required for a job.
Staff Development	Planned effort to improve employee competence for present and future responsibilities.
Training	Planned learning to improve knowledge, skills and attitudes required for work performance.
Development	Broader growth of employee capability for future or wider responsibilities.
Organizational Development	Planned effort to improve organizational effectiveness, functioning and ability to adapt.
Learning Organization	Organization that continuously learns, shares knowledge, adapts and uses learning for improvement.

Important Comparisons

Comparison	Core distinction
Job description vs job specification	Job description = job; job specification = person requirements.
Training vs development	Training = current/specific capability; development = broader/future capability.
Training vs OD	Training focuses mainly on learning; OD addresses broader organizational functioning and change.
Learning organization vs training	Training is an activity; learning organization is a continuing organizational way of working.
Job analysis vs job description	Job analysis is the study/process; job description is one output/document based on that study.

Most Important Exam Points

- Meaning, nature, objectives and scope of HRM.
- Meaning, need and process of job analysis.
- Difference between job description and job specification.
- Need and objectives of staff development.

- Approaches to staff development.
- Meaning and difference between training and development.
- Systematic training process and training evaluation.
- Meaning, features and need of Organizational Development.
- Components of the OD process.
- Meaning and characteristics of a learning organization.
- Relationship among HRM, staff development, training, OD and learning organization.

PART C — QUESTION BANK

2-MARK QUESTIONS

Define Human Resource Management.
 State any two objectives of HRM.
 Mention any two characteristics of HRM.
 What is a job?
 Define job analysis.
 State any two uses of job analysis.
 What is a job description?
 What is a job specification?
 Differentiate between job description and job specification in one or two points.
 Define staff development.
 State any two objectives of staff development.
 What is training?
 What is development in the context of employee development?
 State any two approaches to staff development.
 Define Organizational Development.
 Mention any two characteristics of OD.
 What is a learning organization?
 State any two characteristics of a learning organization.
 Differentiate between training and development.
 State the basic sequence of a systematic training process.

5-MARK QUESTIONS

Explain the meaning, nature and importance of Human Resource Management.
 Discuss the major objectives and scope of HRM.
 Explain the meaning of job analysis and describe its importance.
 Describe the major methods used for collecting job-analysis information.
 Differentiate between job description and job specification with suitable examples.
 Explain the need and objectives of staff development.
 Describe any five approaches to staff development.
 Explain the difference between training and development with suitable examples.
 Explain the major steps in a systematic training process.
 Describe the major methods of training.

Explain the meaning and major characteristics of Organizational Development.
Describe the components of the OD process.
Explain the concept and characteristics of a learning organization.
Differentiate between a training program and a learning organization.
Explain how HRM, training and OD can jointly improve organizational performance.

10-MARK QUESTIONS

Define Human Resource Management and explain its nature, objectives and scope in detail.
What is job analysis? Explain the job-analysis process, methods of data collection and its applications in HRM.
Explain job description and job specification. Differentiate between them and prepare a suitable example for a technical/laboratory job.
Explain the need and objectives of staff development. Discuss major approaches to staff development with suitable examples.
Define training and development. Explain the systematic training process, major training methods and the importance of training evaluation.
Define Organizational Development. Explain its major features, need and the components of the OD process.
What is a learning organization? Explain its major characteristics and discuss how an organization can develop a culture of continuous learning.
Discuss the relationship among HRM, job analysis, staff development, training and development, Organizational Development and learning organization.
A technical organization introduces new technology but employee performance does not improve. Diagnose the possible HR-related causes and propose an integrated HRM, training and OD action plan.
Explain how effective staff development and Organizational Development can support a positive work culture and successful organizational change.

PART D — MODEL 10-MARK ANSWER FRAMEWORKS

Framework 1: HRM — Meaning, Nature, Objectives and Scope

Introduction and definition of HRM.
Explain people as a critical organizational resource.
Discuss nature: people-oriented, goal-oriented, continuous, development-oriented, universal, integrative and dynamic.
Explain objectives: organizational, functional, employee/personal and work-culture related objectives.
Explain scope through HR planning, job analysis, recruitment/selection, placement, training/development, performance and employee relations, and OD.
Give a technical-organization example.
Conclude with the link between human capability and organizational performance.

Framework 2: Job Analysis

Define job and job analysis.
Explain need for job analysis.

Describe information collected.

Explain methods: observation, interview, questionnaire, work diary and document review.

Explain process: purpose → collection → verification → documentation → review.

Explain outputs/applications: job description, job specification, recruitment, training and performance management.

Conclude with the importance of keeping job information current.

Framework 3: Organizational Development

Define OD.

Explain key features.

Discuss need for OD.

Explain recognition of need.

Explain diagnosis.

Explain intervention planning.

Explain implementation.

Explain evaluation.

Explain reinforcement and continuous improvement.

Conclude by linking OD with adaptability and organizational effectiveness.

CLASSROOM ACTIVITIES

- Activity 1 — Job Analysis Exercise: Give students a familiar technical job and ask them to list duties, responsibilities, tools, working conditions and required competencies.
- Activity 2 — Job Description vs Job Specification: Students prepare both documents for a laboratory technician or workshop instructor.
- Activity 3 — Training Need Analysis: Present a situation involving a new machine and ask students to identify organizational, job and individual learning needs.
- Activity 4 — OD Diagnosis: Give a case involving poor communication between departments. Students identify symptoms, possible causes and an OD intervention.
- Activity 5 — Learning Organization: Students list five practices their institution could adopt to encourage continuous learning.
- Activity 6 — One-Minute Revision: Each student writes one definition, one difference and one example from Unit II.

Suggested activity alignment: The syllabus itself recommends group/individual presentation, discussion, envisioning/goal-setting activities and preparation of an action plan.

UNIT–III: PERSONAL DISPOSITION, SKILLS & ABILITIES OF LEADERS

9-Hour Detailed Lecture Notes

Course: TH:5(B) – Leadership and Management Skills | Course Code: OE301B

Unit III • Total Teaching Time: 09 Hours

PART A — UNIT OVERVIEW

1. Learning Objectives

After completing this unit, students should be able to:

- Explain personal disposition and its role in effective leadership.
- Define self-awareness and identify practical ways to improve it.
- Describe important leadership characteristics, traits and ethical qualities.
- Explain leadership skills and abilities and how they can be developed.
- Define emotional intelligence (EI) and explain its major components.
- Discuss the importance of emotional intelligence in leadership.
- Explain communication skills required for effective leadership.
- Identify barriers to effective communication and suggest suitable remedies.
- Differentiate hearing, listening, active listening and mindful listening.
- Explain the role of influence and mentoring in leading and developing people.
- Apply Unit III concepts to technical, academic and workplace situations.

2. Unit Learning Map

Personal disposition → Self-awareness → Traits & character → Leadership skills → Emotional intelligence → Communication → Listening → Influence → Mentoring → Effective leadership

LECTURE 21 — PERSONAL DISPOSITION OF LEADERS & SELF-AWARENESS

1.1 Meaning of Personal Disposition

Personal disposition refers to the relatively stable tendencies in a person's attitude, values, emotional responses, behaviour and way of interacting with other people. In leadership, disposition affects how a leader responds to pressure, receives criticism, makes decisions, treats colleagues and approaches difficult situations.

A leader's technical knowledge may establish competence, but personal disposition strongly influences trust, credibility and relationships. Effective leadership therefore requires both capability and constructive personal behaviour.

1.2 Major Elements of Personal Disposition

Attitude – the general orientation toward people, work, challenges and opportunities.

Values – principles that guide choices and behaviour.

Integrity – consistency between stated principles, decisions and actions.

Responsibility – willingness to accept ownership of duties and outcomes.

Emotional balance – ability to respond without unnecessary impulsiveness.

Respect – treating people with dignity regardless of status.

Adaptability – adjusting constructively to changing conditions.

Empathy – understanding another person's perspective and concerns.

Resilience – recovering from setbacks and continuing purposeful action.

1.3 Self-Awareness

Self-awareness is the ability to recognize and understand one's own thoughts, emotions, values, strengths, limitations, motives and behavioural patterns. A self-aware leader understands not only what he or she does, but also how that behaviour affects other people.

1.4 Areas of Self-Awareness

Area	Questions a Leader Should Ask
Strengths	What do I consistently do well?
Limitations	Where do I need support or improvement?
Emotions	What situations trigger anger, fear or frustration?
Values	What principles guide my decisions?
Biases/assumptions	What do I assume about people or situations?
Impact on others	How does my behaviour affect the team?
Development needs	What capability should I deliberately improve?

1.5 Importance of Self-Awareness

Improves decision-making by revealing personal biases and assumptions.

Supports emotional regulation and professional conduct.

Helps leaders use strengths effectively.

Makes development needs visible.

Improves acceptance of constructive feedback.

Strengthens interpersonal relationships and credibility.

Supports authentic and ethical leadership.

1.6 Practical Self-Awareness Cycle

Observe behaviour → identify pattern → understand cause → seek feedback → choose improvement action → practise → review progress

1.7 Example

A student project leader becomes impatient when team members make mistakes. Feedback reveals that this behaviour discourages participation. The leader begins pausing before responding, asks questions to understand the problem and then provides corrective guidance. The change begins with self-awareness.

Classroom Activity: Ask students to write three leadership strengths, two development areas and one behaviour they will practise for the next seven days.

LECTURE 22 — LEADERSHIP CHARACTERISTICS, TRAITS & CHARACTER

2.1 Leadership Characteristics

Leadership characteristics are qualities and behavioural tendencies that support a person's ability to guide people toward shared objectives.

Vision – ability to communicate a meaningful direction.

Integrity – honesty, consistency and ethical conduct.

Confidence – belief in one's ability without arrogance.
 Communication – ability to create shared understanding.
 Decision-making – ability to choose appropriate action.
 Empathy – understanding the perspectives and needs of others.
 Adaptability – adjusting approach to circumstances.
 Resilience – sustaining constructive effort during setbacks.
 Accountability – accepting ownership of decisions and outcomes.
 Team orientation – creating cooperation and shared responsibility.

2.2 Leadership Traits

Traits are relatively enduring personal qualities associated with patterns of behaviour. Common leadership-related traits include intelligence, self-confidence, determination, integrity, emotional stability, initiative, responsibility, empathy and social competence.

Trait	Meaning	Leadership Value
Integrity	Consistency of values and actions	Builds trust
Confidence	Belief in one's capacity	Supports decisive action
Determination	Persistence toward objectives	Sustains effort
Emotional stability	Balanced response under pressure	Improves judgement
Initiative	Willingness to act constructively	Encourages progress
Empathy	Understanding another perspective	Improves relationships
Accountability	Owning outcomes	Builds credibility

2.3 Trait, Skill, Ability and Character

Concept	Meaning	Example
Trait	Relatively enduring personal quality	Determination
Skill	Learned capability demonstrated through practice	Conducting a team meeting
Ability	Capacity to perform effectively	Analysing a problem
Character	Moral and ethical quality of conduct	Integrity and fairness

2.4 Character and Ethical Leadership

Leadership character is demonstrated through honesty, fairness, courage, responsibility, respect and consistency. A technically skilled leader who acts unfairly or dishonestly may lose trust even when performance is high.

Important Exam Point: Traits describe qualities; skills describe learned capabilities; character reflects moral and ethical conduct. Effective leadership requires an appropriate combination of all three.

2.5 Can Leadership Qualities Be Developed?

Leadership development can be strengthened through education, practice, feedback, experience, reflection, coaching and deliberate behavioural change. Students should therefore treat leadership as a capability that can be developed rather than only as an inherited personality quality.

LECTURE 23 — LEADERSHIP SKILLS & ABILITIES: CONCEPTUAL FOUNDATION

Teaching Time: 1 Hour

3.1 Meaning of Leadership Skills

Leadership skills are learned capabilities that enable a person to guide people, communicate, make decisions, solve problems, manage relationships and achieve shared objectives.

3.2 Major Leadership Skills

Communication skill – expressing expectations, ideas and feedback clearly.

Decision-making skill – selecting an appropriate course of action.

Problem-solving skill – identifying causes and developing workable solutions.

Interpersonal skill – building constructive relationships.

Team-building skill – creating cooperation and shared responsibility.

Planning and organizing skill – arranging tasks, people and resources.

Delegation skill – assigning responsibility with appropriate authority.

Conflict-management skill – addressing disagreements constructively.

Motivational skill – encouraging people to contribute willingly.

Coaching and mentoring skill – helping others develop capability.

Adaptability – modifying leadership behaviour according to context.

3.3 Knowledge, Skill, Ability, Trait and Character

Concept	Core Question	Example
Knowledge	What do I know?	Knowing a safety procedure
Skill	What can I perform through practice?	Demonstrating equipment operation
Ability	What am I capable of doing effectively?	Analysing a complex problem
Trait	What quality/tendency do I show?	Determination
Character	What ethical quality guides me?	Integrity

3.4 Skill Development Cycle

Identify the skill required.

Assess the current level.

Learn the concept or observe a competent model.

Practise in a real or simulated situation.

Receive feedback.

Correct weaknesses.

Repeat until performance becomes consistent.

3.5 Technical, Human and Conceptual Capability

Technical capability supports understanding of work and technology. Human capability supports effective interaction with people. Conceptual capability helps a leader understand the wider organization, relationships among systems and long-term consequences. Effective leadership requires a suitable combination of all three.

Example: A laboratory head needs technical knowledge of equipment, human skill to coordinate technicians and faculty, and conceptual understanding of how laboratory operations support institutional objectives.

LECTURE 24 — LEADERSHIP SKILLS & ABILITIES: PRACTICAL APPLICATION

Teaching Time: 1 Hour

4.1 Decision-Making Skill

Leadership decisions often occur with limited time, incomplete information and competing priorities. A systematic approach reduces impulsive decisions.

Problem identification → information collection → alternatives → evaluation → decision → implementation → review

4.2 Problem-Solving Skill

Problem-solving begins by identifying the actual problem rather than only its visible symptom. Leaders should distinguish facts from assumptions, identify causes and select a workable intervention.

Define the problem clearly.

Collect relevant evidence.

Identify possible causes.

Generate alternatives.

Compare alternatives against criteria.

Select and implement a solution.

Monitor results and modify if required.

4.3 Delegation

Delegation is the assignment of responsibility and appropriate authority to another person for a defined task or outcome. Effective delegation does not mean simply transferring unwanted work.

Select an appropriate person.

Explain the expected result and standards.

Provide necessary authority, information and resources.

Set a clear deadline and checkpoints.

Allow reasonable autonomy.

Review results and give feedback.

4.4 Conflict Management

Conflict may arise from differences in goals, roles, information, resources, expectations, values or interpersonal relationships. A leader should understand the issue, listen to the parties, separate people from the problem and seek a constructive resolution.

4.5 Team-Building

Create a shared objective.
Clarify roles and responsibilities.
Establish communication norms.
Encourage participation.
Recognize contributions.
Address conflict early.
Build trust through fairness and consistency.

4.6 Case Study

A project team repeatedly misses deadlines because members assume that someone else is responsible. The leader should clarify roles, create a shared schedule, delegate specific responsibilities, establish review checkpoints and give constructive feedback.

Discussion Question: Which leadership skill is most important in this case: planning, delegation, communication, conflict management or motivation? Justify your answer.

LECTURE 25 — EMOTIONAL INTELLIGENCE: MEANING, NATURE & COMPONENTS

Teaching Time: 1 Hour

5.1 Meaning of Emotional Intelligence

Emotional intelligence (EI) refers to the ability to recognize, understand and appropriately manage one's own emotions and to recognize and respond effectively to the emotions of other people.

5.2 Why Emotions Matter in Leadership

Leadership involves people, and people's behaviour is affected by emotions, perceptions, expectations and relationships. Therefore, technical correctness alone does not guarantee leadership effectiveness.

5.3 Major Components of Emotional Intelligence

Component	Meaning	Leadership Application
Self-awareness	Recognizing emotions, strengths and limitations	Understand triggers and biases
Self-regulation	Managing emotional reactions appropriately	Remain composed under pressure
Motivation	Using internal drive toward goals	Persist toward objectives
Empathy	Understanding others' emotions and perspectives	Respond sensitively to people
Social skills	Managing interactions and	Build cooperation and resolve

	relationships effectively	issues
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5.4 Self-Awareness and Self-Regulation

Self-awareness answers 'What am I feeling and why?' Self-regulation answers 'How should I respond to that feeling?' A leader may recognize anger during a disagreement and deliberately pause before responding.

5.5 Empathy is Not Agreement

Empathy means understanding another person's perspective or feelings. It does not require accepting every opinion. A leader can understand a concern while still maintaining a necessary organizational decision.

5.6 EI and Professional Conduct

Recognize emotional triggers.

Avoid impulsive responses.

Consider the likely effect of words and tone.

Listen before judging.

Use empathy without losing fairness or accountability.

Maintain professionalism during disagreement.

LECTURE 26 — EMOTIONAL INTELLIGENCE & ITS IMPORTANCE IN LEADERSHIP

Teaching Time: 1 Hour

6.1 EI and Leadership Effectiveness

Emotionally intelligent leaders are better positioned to maintain constructive relationships, communicate under pressure, understand team reactions and respond to conflict without unnecessary escalation.

6.2 EI in Common Leadership Situations

Situation	Less Effective Reaction	EI-Based Response
Team member makes a mistake	Immediate blame	Understand cause, correct and coach
Leader receives criticism	Defensive reaction	Listen, evaluate and learn
Conflict arises	Take sides quickly	Hear perspectives and clarify facts
Deadline pressure	Panic or aggression	Prioritize and communicate calmly
Employee appears demotivated	Label the person	Explore causes and provide appropriate support

6.3 Importance of EI in Leadership

Improves interpersonal relationships.

Supports clearer and more respectful communication.

Reduces unnecessary escalation during conflict.
Improves self-control under pressure.
Strengthens empathy and team understanding.
Supports motivation and cooperation.
Builds trust and credibility.
Helps leaders adapt their behaviour to situations.

6.4 Developing Emotional Intelligence

Observe emotional reactions rather than immediately acting on them.
Name the emotion accurately.
Identify the trigger and context.
Consider its effect on behaviour.
Choose a response consistent with the leadership objective.
Practise perspective-taking and empathy.
Seek feedback.
Review outcomes and improve.

6.5 Reflection

When a team member disagrees with you, do you first try to prove that you are correct, or do you first try to understand why the person disagrees? Explain which response is more likely to support leadership effectiveness.

Teaching Activity: Give students a conflict scenario. Ask them to write an impulsive response and an EI-based response. Discuss how the two responses may produce different outcomes.

LECTURE 27 — COMMUNICATION SKILLS FOR EFFECTIVE LEADERSHIP & BARRIERS

Teaching Time: 1 Hour

7.1 Meaning of Leadership Communication

Leadership communication is the purposeful exchange of information, expectations, ideas, feedback and meaning between a leader and other people. It includes speaking, writing, non-verbal communication, listening, interpretation, questioning and feedback.

7.2 Communication Process

Sender → Encoding → Message → Channel → Receiver → Decoding → Feedback

Noise may interfere with communication at any stage. Noise can be physical, semantic, psychological, organizational, cultural or technological.

7.3 Features of Effective Leadership Communication

Clarity – message is understandable.
Conciseness – unnecessary complexity is avoided.

Accuracy – information is correct.

Timeliness – information is communicated when needed.

Relevance – message addresses the actual issue.

Respect – people are treated with dignity.

Two-way communication – questions and feedback are encouraged.

Consistency – words and actions do not contradict each other.

7.4 Barriers to Effective Communication

Barrier	Example	Possible Remedy
Physical	Noise, distance, poor environment	Use an appropriate setting/channel
Semantic	Different meanings of words or jargon	Use precise, simple language
Psychological	Fear, anger, stress, bias	Build trust and emotional control
Organizational	Rigid hierarchy, information gaps	Create clear communication channels
Cultural	Different norms and assumptions	Develop cultural sensitivity
Technological	Poor connectivity or unsuitable digital channel	Use reliable technology and backup
Status-related	Junior person hesitates to speak	Encourage safe upward communication

7.5 Leadership Communication Skills

State the purpose first.

Use simple and precise language.

Ask clarifying questions.

Check understanding.

Use appropriate non-verbal communication.

Give specific and constructive feedback.

Avoid unnecessary public criticism.

Create opportunities for two-way communication.

Classroom Activity: Role-play a leader giving an unclear instruction. Ask another group to identify the barriers and rewrite the message so that it is clear, specific, respectful and measurable.

LECTURE 28 — ACTIVE LISTENING & MINDFUL LISTENING

Teaching Time: 1 Hour

8.1 Hearing and Listening

Hearing is the physical reception of sound. Listening is an active process involving attention, interpretation, understanding and response.

8.2 Active Listening

Active listening means deliberately paying attention to the speaker, understanding the message, checking meaning and responding appropriately.

8.3 Techniques of Active Listening

Give full attention.

Maintain appropriate eye contact and attentive posture.

Avoid unnecessary interruption.

Ask clarifying questions.

Paraphrase important points.

Summarize the discussion.

Acknowledge the speaker's concern.

Provide a relevant response.

8.4 Mindful Listening

Mindful listening means listening with deliberate present-moment attention without immediately judging, preparing a counterargument or allowing unrelated thoughts to dominate attention.

8.5 Active Listening vs Mindful Listening

Basis	Active Listening	Mindful Listening
Primary emphasis	Understanding and responding	Present-moment attention and non-judgement
Key behaviours	Questioning, paraphrasing, summarizing	Attentive presence and awareness
Main risk reduced	Misunderstanding	Distraction and premature judgement
Leadership value	Improves clarity and feedback	Improves patience, empathy and presence

8.6 Barriers to Good Listening

Interrupting before the speaker finishes.

Preparing a reply instead of understanding.

Assuming what the speaker means.

Distraction by mobile devices or surroundings.

Emotional reaction to particular words.

Status or authority bias.

Selective listening.

Judging the speaker too quickly.

8.7 Practical Listening Model

Attend → Understand → Clarify → Paraphrase → Respond → Confirm

Classroom Activity: In pairs, Student A speaks for two minutes about a teamwork experience. Student B listens without interrupting and then paraphrases the message. Reverse roles and discuss what changed when attention was deliberately controlled.

LECTURE 29 — LEADING, INFLUENCING & MENTORSHIP

Teaching Time: 1 Hour

9.1 Meaning of Leading

Leading involves providing direction, creating commitment, influencing behaviour and helping people work toward shared objectives. Effective leading combines communication, example-setting, motivation, decision-making and relationship management.

9.2 Meaning of Influence

Influence is the ability to affect another person's thinking, behaviour or decisions. Constructive leadership influence is based on credibility, expertise, communication, trust, fairness and example rather than fear alone.

9.3 Sources of Constructive Influence

Expertise – demonstrated competence.

Credibility – consistency between words and actions.

Relationship – trust and mutual respect.

Communication – clear reasoning and purpose.

Example – visible demonstration of desired behaviour.

Fairness – consistent and respectful treatment.

9.4 Meaning of Mentorship

Mentorship is a developmental relationship in which a more experienced or knowledgeable person supports another person's learning, professional growth and judgement. Mentoring is generally developmental and longer-term rather than limited to one immediate task.

9.5 Role of a Mentor

Listen to the learner's concerns and goals.

Share experience and practical insight.

Ask questions that encourage reflection.

Provide constructive feedback.

Help identify development opportunities.

Encourage independent thinking rather than dependency.

Model professional and ethical behaviour.

Review progress periodically.

9.6 Influencing vs Mentoring

Basis	Influencing	Mentoring
Purpose	Shape understanding, behaviour or action	Support development and growth
Time horizon	May be immediate or situation-specific	Often longer-term
Typical method	Reasoning, credibility, example, communication	Guidance, questioning, feedback, experience sharing
Expected outcome	Alignment or action	Capability, confidence and

		maturity
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9.7 Effective Mentoring Cycle

Establish trust → understand goals → assess capability → agree priorities → guide/practise → feedback → review → encourage independence

9.8 Integrated Case Study

A student project team is technically capable but communication is poor. Two members dominate discussions, one member remains silent and deadlines are repeatedly missed. The leader begins by examining personal communication habits, listens to each member, clarifies the shared goal, distributes responsibilities, establishes regular check-ins and mentors the less-confident member.

This case demonstrates self-awareness, communication, active listening, emotional intelligence, influence, delegation, team-building and mentoring.

Key Takeaway: Effective leadership is not merely the ability to tell people what to do. It is the ability to understand oneself, understand others, communicate clearly, influence constructively and help people grow.

PART B — QUICK REVISION

Key Definitions

Term	Exam-Ready Meaning
Personal disposition	A person's relatively stable tendencies in attitude, values, emotional response and behaviour.
Self-awareness	Understanding one's emotions, strengths, limitations, values, motives and behavioural patterns.
Leadership trait	A relatively enduring personal quality associated with leadership behaviour.
Leadership skill	A learned capability used to perform leadership activities effectively.
Emotional intelligence	Ability to recognize, understand and manage one's emotions and respond effectively to others' emotions.
Communication	Purposeful exchange of information, ideas, expectations, feedback and meaning.
Active listening	Deliberate attention to a speaker with clarification, understanding and appropriate response.
Mindful listening	Present-moment, non-judgemental attention while listening.
Influence	Ability to affect another person's thinking, behaviour or decisions.
Mentorship	Developmental relationship in which a more experienced person supports another's growth and learning.

Important Comparisons

Comparison	Core Distinction
Trait vs Skill	Trait = personal quality/tendency; Skill = learned capability.
Self-awareness vs Self-regulation	Self-awareness recognizes internal states; self-regulation manages responses.
Hearing vs Listening	Hearing receives sound; listening requires attention, interpretation and response.
Active vs Mindful listening	Active listening emphasizes understanding/response; mindful listening emphasizes present-moment non-judgemental attention.
Influencing vs Mentoring	Influencing seeks alignment/action; mentoring primarily supports development.
Knowledge vs Skill	Knowledge is what one knows; skill is what one can perform.

Most Important Examination Points

Meaning and elements of personal disposition.
Meaning, areas and importance of self-awareness.
Leadership characteristics, traits and character.
Difference between traits, skills, abilities and character.
Major leadership skills and skill-development cycle.
Meaning and components of emotional intelligence.
Importance of EI in leadership.
Communication process and barriers to effective communication.
Active listening techniques.
Difference between active listening and mindful listening.
Meaning and sources of constructive influence.
Meaning, role and process of mentoring.

PART C — QUESTION BANK

A. 2-MARK QUESTIONS

1. Define personal disposition in leadership.
2. What is self-awareness?
3. State any two benefits of self-awareness.
4. What is a leadership trait?
5. Mention any two characteristics of an effective leader.
6. Differentiate between a leadership trait and a leadership skill.
7. What is emotional intelligence?
8. Name the major components of emotional intelligence.
9. What is self-regulation?

10. Define empathy in leadership.
11. What is leadership communication?
12. State any two barriers to effective communication.
13. Differentiate between hearing and listening.
14. What is active listening?
15. What is mindful listening?
16. State any two techniques of active listening.
17. Define influence in leadership.
18. What is mentorship?
19. State any two roles of a mentor.
20. Why is feedback important in leadership development?

B. 5-MARK QUESTIONS

1. Explain the meaning and importance of personal disposition in leadership.
2. Explain self-awareness and discuss its importance for an effective leader.
3. Describe any five important leadership characteristics or traits.
4. Differentiate between traits, skills, abilities and character with suitable examples.
5. Explain the major leadership skills required for effective team leadership.
6. Define emotional intelligence and explain its major components.
7. Explain the importance of emotional intelligence in leadership with suitable examples.
8. Describe the major barriers to effective communication and suggest remedies.
9. Explain active listening and list the major techniques used by an effective leader.
10. Differentiate between active listening and mindful listening.
11. Explain the role of influence in effective leadership.
12. Explain mentorship and describe the role of a mentor in developing others.
13. Describe the process through which leadership skills can be developed.
14. Explain the relationship between self-awareness and emotional intelligence.
15. Explain how communication and listening contribute to effective team leadership.

C. 10-MARK QUESTIONS

1. Define personal disposition. Explain its major elements and discuss how personal disposition influences leadership effectiveness.
2. What is self-awareness? Explain its major areas and discuss practical methods for developing self-awareness in a leader.
3. Explain the major characteristics, traits and character qualities of an effective leader with suitable examples.

4. What are leadership skills and abilities? Explain the major skills required for effective leadership and describe a systematic method of developing these skills.
5. Define emotional intelligence. Explain its major components and discuss its importance in effective leadership.
6. Explain the communication process. Discuss the major barriers to effective communication and suggest suitable measures for overcoming them.
7. What is active listening? Explain its techniques and discuss its importance for effective leadership.
8. Differentiate between active listening and mindful listening. Explain how both can improve leadership communication.
9. Explain the concept of influence in leadership. Discuss the major sources of constructive influence with suitable examples.
10. What is mentorship? Explain the role and responsibilities of a mentor and discuss how mentoring contributes to leadership development.
11. Discuss the integrated relationship among self-awareness, leadership skills, emotional intelligence, communication, listening, influence and mentoring in developing an effective leader.
12. A project team is technically competent but suffers from poor communication, conflict and low participation. Diagnose the leadership issues and propose an integrated action plan using Unit III concepts.

D. MODEL 10-MARK ANSWER-WRITING FRAMEWORK

Introduction – define the central concept.

Meaning and scope – establish the conceptual foundation.

Main components/characteristics – present systematically under headings.

Explanation – explain each major point rather than merely listing it.

Example – provide an academic, technical or workplace example.

Application – show how the concept supports effective leadership.

Conclusion – summarize the leadership significance.

Answer-Writing Tip: For 10-mark questions, use clear headings, numbered points, comparison tables where relevant, practical examples and a short conclusion. Avoid writing only definitions or lists.

CLASSROOM ACTIVITIES

Self-awareness exercise: students identify strengths, limitations, emotional triggers and one development goal.

Trait-to-behaviour exercise: students select a leadership trait and identify observable behaviours that demonstrate it.

Communication-barrier role play: one group communicates a task with deliberate barriers; another diagnoses and removes them.

Active-listening drill: students paraphrase and summarize a partner's statement without interrupting.

Mindful-listening exercise: students practise focused present-moment attention and reflect on distractions.

Leadership case analysis: students diagnose a team problem using EI, communication, listening and influence concepts.

Mentoring simulation: one student acts as mentor while another presents a learning/development challenge.

Personal leadership action plan: select one skill, one behaviour, one practice activity and one review date.

PART E — PERSONAL LEADERSHIP ACTION PLAN

Development Area	Present Level	Action to Practise	Evidence of Improvement
Self-awareness			
Communication			
Emotional regulation			
Listening			
Influence			
Mentoring/helping others			

UNIT–IV: LEADERSHIP, MOTIVATION, TEAMWORK & CONFLICT MANAGEMENT

8-Hour Detailed Lecture Notes

Course: TH:5(B) – Leadership and Management Skills | Course Code: OE301B

Unit IV • Total Teaching Time: 08 Hours

PART A — UNIT OVERVIEW

1. Learning Objectives

After completing this unit, students should be able to:

Explain the role of a leader in motivating and inspiring people.

Explain goal setting and its relationship with leadership effectiveness.

Describe transformative leadership and the role of vision and envisioning.

Explain how leaders motivate people in an organizational setting.

Differentiate between a group and a team.

Explain team dynamics and the factors that influence team effectiveness.

Identify common sources and types of workplace conflict.

Explain major strategies for managing and resolving conflicts.

Apply motivation, goal-setting, teamwork and conflict-management concepts to technical and educational workplace situations.

Develop a simple leadership action plan for improving team motivation and performance.

LECTURE 30 — LEADER'S ROLE IN MOTIVATING AND INSPIRING PEOPLE

Teaching Time: 1 Hour

1.1 Meaning of Motivation

Motivation is the set of internal and external factors that energize, direct and sustain a person's effort toward a goal. In leadership, motivation is not simply making people work harder; it involves creating conditions in which people understand the purpose of work, feel capable of contributing and are willing to make sustained effort.

1.2 Meaning of Inspiration

Inspiration refers to the process through which a leader stimulates enthusiasm, purpose, confidence or commitment in people. Inspiration often comes from a meaningful vision, credible example, encouragement and the sense that one's contribution matters.

1.3 Motivation vs Inspiration

Basis	Motivation	Inspiration
Primary emphasis	Energizing and directing effort	Creating enthusiasm, meaning and commitment
Typical basis	Goals, recognition, rewards, autonomy and work conditions	Vision, purpose, example, confidence and values
Time perspective	May be immediate or sustained	Often creates deeper commitment
Leadership role	Create conditions for effective effort	Connect people with purpose and possibility

1.4 Role of a Leader in Motivation

Set clear and meaningful expectations.
Connect individual work with team and organizational objectives.
Recognize genuine effort and achievement.
Provide constructive feedback.
Give employees reasonable autonomy and responsibility.
Remove avoidable barriers to performance.
Provide opportunities to learn and develop.
Treat people fairly and respectfully.
Model commitment and professional behaviour.
Create a psychologically supportive work environment.

1.5 Motivation through Leadership Behaviour

A leader's own behaviour can strengthen or weaken motivation. Consistency, fairness, respect, timely feedback and visible commitment can increase trust. In contrast, unclear instructions, arbitrary decisions, public humiliation and inconsistent standards can reduce willingness to contribute.

1.6 Practical Example

A workshop team has completed a difficult maintenance assignment. Instead of only saying 'good job', the leader explains how the team's effort prevented downtime, recognizes specific

contributions, records the lesson learned and gives the team an opportunity to handle a more challenging task. Recognition, purpose, learning and responsibility work together.

Classroom Activity: Ask students: 'Think of a teacher, supervisor or senior who motivated you. What exactly did that person do?' Classify the behaviours into recognition, example-setting, support, challenge, communication or opportunity.

LECTURE 31 — TRANSFORMATIVE LEADERSHIP

Teaching Time: 1 Hour

2.1 Meaning of Transformative Leadership

Transformative leadership is an approach in which leaders seek significant improvement or transformation in people, teams and organizational functioning by creating direction, challenging existing assumptions, encouraging commitment and developing people.

The emphasis is not merely on maintaining routine. The leader seeks constructive change in how people think, work and contribute.

2.2 Major Characteristics

Vision-oriented – communicates a desirable future direction.

Change-oriented – encourages improvement rather than passive maintenance.

People-development oriented – builds capability and confidence.

Purpose-driven – connects work with meaningful objectives.

Trust-based – encourages participation and responsibility.

Role-model based – demonstrates desired values and behaviour.

Innovative – encourages new ideas and better ways of working.

Collaborative – involves people in solving problems and achieving goals.

2.3 Transformative Leadership and Traditional Task Supervision

Task-Centred Supervision	Transformative Leadership
Focuses mainly on completing assigned work	Focuses on improving people, systems and results
Emphasizes immediate instructions	Connects work to broader purpose
May rely on compliance	Seeks commitment and ownership
Corrects errors	Uses errors as opportunities for learning
Maintains existing practice	Questions whether better practice is possible

2.4 Four Practical Dimensions of Transformative Leadership

Purpose: explain why the change or goal matters.

Example: demonstrate the behaviour expected from others.

Empowerment: provide people with responsibility and opportunity to contribute.

Development: help people acquire the capability required for the new level of performance.

2.5 Transformative Leadership in a Polytechnic

A department introduces project-based learning. A transformative leader does not merely issue a circular. The leader explains the educational purpose, involves faculty in planning, supports development of new teaching skills, pilots the approach, reviews results and improves the system.

Key Point: Transformation becomes sustainable when people understand the purpose, develop the capability and participate in the change.

LECTURE 32 — NURTURING TEAMWORK

Teaching Time: 1 Hour

3.1 Meaning of Teamwork

Teamwork is the coordinated effort of people who combine their knowledge, skills and efforts to achieve a shared objective. Teamwork requires more than placing several people together; members must coordinate, communicate and accept shared responsibility.

3.2 Role of Leader in Nurturing Teamwork

- Create a clear shared objective.
- Clarify roles and responsibilities.
- Establish communication norms.
- Encourage participation from all members.
- Promote trust and mutual respect.
- Recognize collaborative behaviour.
- Address conflict before it becomes destructive.
- Coordinate resources and timelines.
- Develop weaker members without humiliating them.
- Review team performance and lessons learned.

3.3 Trust as the Foundation of Teamwork

Trust develops when members observe competence, consistency, fairness, reliability and respect. Leaders nurture trust by keeping commitments, applying standards consistently, acknowledging mistakes and allowing people to speak without unnecessary fear.

3.4 Psychological Safety and Participation

A team is more likely to share ideas, report problems and ask questions when members believe that reasonable mistakes or differing views will not automatically result in humiliation or unfair treatment. A leader can encourage this by asking for opinions, thanking people for raising concerns and separating problem-solving from personal blame.

3.5 Teamwork Practices

Practice	Leadership Action
Shared goal	State the desired outcome and why it matters
Role clarity	Assign responsibility and authority clearly
Coordination	Use schedules, checkpoints and information sharing

Participation	Invite input before final decisions where appropriate
Recognition	Acknowledge useful contributions
Learning	Review successes and failures
Conflict management	Address disagreements early and fairly

3.6 Example

For a departmental technical event, one group handles logistics, another publicity, another equipment and another documentation. The leader ensures that every group knows its deliverables and dependencies. A shared schedule prevents duplication and missed handovers.

Activity: Students form teams of five and plan a one-day technical event. Each member receives a role. After planning, the class identifies where communication and coordination were essential.

LECTURE 33 — GOAL SETTING & LEADERSHIP

Teaching Time: 1 Hour

4.1 Meaning of a Goal

A goal is a desired result or condition that a person or team intends to achieve. Goals provide direction and help convert broad intentions into purposeful action.

4.2 Goal Setting in Leadership

Leaders use goals to translate vision into measurable work. Good goals clarify what should be achieved, establish priorities and provide a basis for monitoring progress.

4.3 Characteristics of Effective Goals

A practical goal should be specific, measurable where appropriate, achievable with available resources, relevant to the purpose and time-bound. This is commonly represented by the SMART framework: Specific, Measurable, Achievable, Relevant and Time-bound.

4.4 Goal Hierarchy

Vision → Strategic goals → Team goals → Individual responsibilities → Tasks/actions → Review

4.5 Role of Leader in Goal Setting

Clarify the desired result.

Explain why the goal matters.

Involve relevant people where participation improves ownership.

Set realistic standards and timelines.

Allocate resources and responsibilities.

Define indicators of progress.

Monitor without unnecessary micromanagement.

Review and revise goals when circumstances change.

Recognize progress and correct deviations.

4.6 Goals and Motivation

Goals can increase motivation by providing direction and a visible sense of progress. However, unrealistic or contradictory goals can produce stress, shortcuts or disengagement. Leaders therefore need to balance challenge with feasibility and support.

4.7 Example

Goal: 'Improve laboratory equipment availability.' Better operational goal: 'Reduce avoidable equipment downtime by implementing a preventive-maintenance checklist and monthly review for the next semester.' The second statement provides clearer direction and a basis for monitoring.

Exam Focus: Goal setting is not simply writing a target. Effective leadership links goals with purpose, responsibility, resources, feedback and review.

LECTURE 34 — TRANSFORMATIVE LEADERSHIP, VISION & ENVISIONING

Teaching Time: 1 Hour

5.1 Meaning of Vision

A vision is a clear and meaningful picture of a desired future state. It provides direction and answers, in broad terms, 'Where do we want to go?'

5.2 Meaning of Envisioning

Envisioning is the leadership process of imagining, articulating and communicating a desirable future so that people can understand and work toward it.

5.3 Vision and Mission

Concept	Meaning
Vision	Desired future state or direction
Mission	Core purpose and broad reason for existence
Goal	Specific result to be achieved
Action	Concrete activity undertaken to achieve the goal

5.4 Characteristics of an Effective Leadership Vision

Clear – people can understand it.

Meaningful – people can see why it matters.

Future-oriented – describes improvement or desired direction.

Realistic but challenging – creates aspiration without becoming meaningless.

Communicable – can be explained consistently.

Actionable – can be translated into goals and initiatives.

Inclusive – relevant stakeholders can see their contribution.

5.5 From Vision to Action

Vision → strategic priorities → measurable goals → roles → resources → action → monitoring → learning and revision

5.6 Leader as an Envisioner

Identify the need for a better future.
Understand present conditions.
Create a clear picture of the desired future.
Explain benefits and significance.
Connect the vision with stakeholder roles.
Translate vision into goals and action.
Maintain commitment through communication and example.
Review progress and adapt where necessary.

5.7 Example

A technical department envisions becoming a practice-oriented centre where students regularly use modern equipment and solve industry-relevant problems. The leader converts this vision into goals for laboratory modernization, faculty development, project work, industry interaction and student assessment.

Class Activity: Ask each student to write a one-sentence vision for improving their department or laboratory. Then convert that vision into three measurable goals.

LECTURE 35 — MOTIVATIONAL ROLE OF THE LEADER IN PEOPLE MANAGEMENT

Teaching Time: 1 Hour

6.1 Motivation in People Management

People management involves assigning work, supporting performance, communicating expectations, developing capability and maintaining constructive relationships. Motivation is embedded in these activities rather than being a separate event.

6.2 Factors that Influence Motivation

Meaning and purpose of work.
Recognition and appreciation.
Fairness and respectful treatment.
Opportunity for learning and growth.
Autonomy and responsibility.
Quality of supervision.
Working conditions and resources.
Relationships with colleagues.
Clarity of goals and expectations.
Perceived opportunity to contribute.

6.3 Leader's Motivational Toolkit

Leadership Practice	How it Can Support Motivation
Clear goals	Reduces uncertainty and directs effort
Recognition	Shows that useful contribution is noticed
Feedback	Clarifies strengths and improvement areas
Delegation	Creates responsibility and ownership
Coaching	Builds competence and confidence
Participation	Increases involvement in appropriate decisions
Development	Creates opportunities for growth
Fairness	Builds trust and perceived legitimacy

6.4 Intrinsic and Extrinsic Motivation

Intrinsic motivation arises from internal interest, satisfaction, purpose or mastery. Extrinsic motivation is influenced by external consequences such as recognition, rewards, evaluation or other outcomes. Effective leaders should understand that people can be motivated by multiple factors and that external incentives do not automatically create lasting commitment.

6.5 Avoiding Demotivating Leadership

- Do not change expectations without explanation.
- Do not publicly embarrass people for mistakes.
- Do not take credit for team contributions.
- Do not ignore repeated good performance.
- Do not allocate responsibilities arbitrarily.
- Do not use fear as the primary management method.
- Do not promise development opportunities that cannot be supported.

6.6 Example

Two technicians have similar skills but different motivation levels. One wants more responsibility; the other needs more technical support. A leader should not use an identical intervention for both. Motivation requires understanding individual needs within organizational constraints.

Teaching Activity: Give students five workplace situations and ask them to identify one motivational action and one possible demotivating action for each.

LECTURE 36 — GROUP, TEAM & TEAM DYNAMICS

Teaching Time: 1 Hour

7.1 Meaning of a Group

A group is a collection of people who interact or are associated with one another. A group may exist for information sharing, social interaction, coordination or another purpose.

7.2 Meaning of a Team

A team is a group whose members work with a shared purpose and interdependent responsibilities, requiring coordination to achieve a common outcome.

7.3 Group vs Team

Basis	Group	Team
Purpose	May have related or individual purposes	Shared purpose and outcome
Interdependence	May be limited	Usually substantial
Accountability	Often individual	Often shared plus individual
Coordination	May be moderate	Essential
Synergy	Not necessarily present	A major potential advantage
Leadership	May be centralized	Can involve shared participation

7.4 Team Dynamics

Team dynamics refers to the patterns of interaction, communication, influence, roles, relationships and behaviour that develop among team members.

7.5 Factors Affecting Team Dynamics

Team purpose and clarity of objectives.
 Role clarity and role overlap.
 Communication quality.
 Trust and psychological safety.
 Leadership behaviour.
 Member competence and diversity.
 Power and influence patterns.
 Norms and informal rules.
 Conflict and conflict-management behaviour.
 Recognition and accountability.

7.6 Stages of Team Development

Teams commonly develop through stages such as forming, storming, norming, performing and, where applicable, adjourning. The stages are not always perfectly linear, but they provide a useful framework for understanding team development.

Stage	Typical Features	Leader's Role
Forming	Orientation, uncertainty, dependence	Provide clarity and structure
Storming	Differences, disagreement, role tension	Facilitate discussion and clarify expectations
Norming	Shared norms and stronger cooperation	Reinforce constructive behaviours
Performing	Higher coordination and task focus	Empower and support performance
Adjourning	Completion or restructuring	Review learning and recognize contribution

7.7 Effective Team Leader

- Creates shared direction.
- Coordinates interdependent tasks.
- Encourages participation.
- Monitors progress.
- Develops team capability.
- Manages conflict constructively.
- Maintains accountability.
- Celebrates team achievements and captures lessons.

Quick Check: A group becomes a team when members move beyond simple association toward shared purpose, interdependence, coordination and collective responsibility.

LECTURE 37 — CONFLICT MANAGEMENT & STRATEGIES FOR MANAGING CONFLICTS

Teaching Time: 1 Hour

8.1 Meaning of Conflict

Conflict is a situation in which individuals or groups perceive differences in interests, goals, values, expectations, roles or methods. Conflict may be constructive when it surfaces useful differences, but unmanaged conflict can damage relationships and performance.

8.2 Sources of Conflict

- Differences in goals or priorities.
- Scarcity of resources.
- Role ambiguity or overlap.
- Poor communication and misunderstanding.
- Differences in values or opinions.
- Interpersonal differences.
- Perceived unfairness.
- Power and authority issues.
- Workload and deadline pressure.
- Organizational or procedural changes.

8.3 Types of Workplace Conflict

Type	Example
Interpersonal	Two employees have persistent relationship difficulties
Task conflict	Members disagree about how a technical problem should be solved
Role conflict	Two people believe the same responsibility belongs to them
Process conflict	Members disagree about how work should be organized
Intergroup	Two departments disagree over resources or responsibilities

8.4 Conflict Management vs Conflict Avoidance

Conflict management means dealing with conflict in a deliberate manner so that damage is controlled and constructive resolution becomes possible. Avoiding every disagreement is not necessarily effective; unresolved issues can become larger problems.

8.5 Conflict-Management Strategies

Strategy	Description	Suitable Use
Collaboration	Parties work together to understand interests and find a mutually acceptable solution	Important issues with scope for joint solution
Compromise	Each party gives up something to reach an acceptable settlement	Time pressure or balanced interests
Accommodation	One party gives priority to the other's concern	Issue is more important to the other party or relationship needs protection
Competition/assertiveness	A firm position is taken to protect an important requirement	Urgent or non-negotiable matters
Avoidance	Conflict is temporarily deferred or not directly engaged	Low-importance issue or need for cooling-off period

8.6 Practical Conflict-Management Process

Identify the actual issue.

Separate facts from assumptions and personal accusations.

Allow relevant parties to explain their perspectives.

Listen actively and clarify points of disagreement.

Identify shared interests or common objectives.

Generate possible solutions.

Agree on specific actions and responsibilities.

Follow up to determine whether the conflict has actually improved.

8.7 Role of Leader in Conflict Management

Remain impartial where impartiality is appropriate.

Prevent personal attacks and disrespectful communication.

Focus discussion on issues and evidence.

Listen to all relevant perspectives.

Clarify roles, standards and expectations.

Encourage collaborative problem-solving.

Take firm action when safety, ethics or organizational requirements demand it.

Document agreements when necessary.

Monitor the relationship and work outcome after resolution.

8.8 Case Study

Two laboratory sections both need the same testing machine. Each section claims priority, causing repeated arguments and delays. A leader should clarify the underlying scheduling requirements,

examine actual usage, identify the shared institutional objective, create a transparent scheduling system and establish a review mechanism. The solution addresses the process and resource issue rather than merely telling employees to 'stop arguing'.

Important Exam Point: Good conflict management does not mean eliminating all disagreement. It means managing differences so that useful issues can be addressed without unnecessary damage to people, relationships or organizational performance.

PART B — QUICK REVISION

Key Definitions

Term	Exam-Ready Meaning
Motivation	Factors that energize, direct and sustain effort toward a goal.
Inspiration	Process through which a leader stimulates enthusiasm, purpose, confidence or commitment.
Transformative leadership	Leadership focused on significant constructive improvement in people, teams and organizational functioning.
Vision	Clear and meaningful picture of a desired future state.
Envisioning	Process of imagining, articulating and communicating a desirable future.
Goal	Desired result intended to be achieved.
Teamwork	Coordinated effort of people working toward a shared objective.
Group	Collection of people who interact or are associated for a purpose.
Team	Group with shared purpose and interdependent responsibilities requiring coordination.
Team dynamics	Patterns of interaction, communication, influence and behaviour within a team.
Conflict	Perceived incompatibility or disagreement involving goals, interests, roles, values or methods.
Conflict management	Deliberate handling of disagreement to reduce harmful effects and support constructive resolution.

Important Comparisons

Comparison	Core Distinction
Motivation vs Inspiration	Motivation directs and sustains effort; inspiration creates purpose, enthusiasm and commitment.
Vision vs Goal	Vision describes desired future direction; goal specifies a result to be achieved.
Group vs Team	A team has shared purpose and interdependent work; a group may not require such interdependence.
Conflict management vs avoidance	Management addresses conflict deliberately; avoidance may only postpone the issue.
Task conflict vs interpersonal conflict	Task conflict concerns work/content; interpersonal conflict concerns relationships/person-to-person

	interaction.
Collaboration vs compromise	Collaboration seeks a mutually strong solution; compromise involves mutual concessions.

Most Important Examination Points

Meaning and role of motivation and inspiration in leadership.
 Role of leader in motivating and inspiring people.
 Meaning and characteristics of transformative leadership.
 Nurturing teamwork and building trust.
 Goal setting and its relationship with leadership.
 Vision, envisioning and converting vision into action.
 Motivational role of a leader in people management.
 Difference between group and team.
 Meaning and factors affecting team dynamics.
 Stages of team development.
 Meaning and sources of conflict.
 Conflict-management strategies and the leader's role in managing conflict.

PART C — QUESTION BANK

A. 2-MARK QUESTIONS

1. Define motivation in the context of leadership.
2. What is inspiration?
3. State any two roles of a leader in motivating people.
4. What is transformative leadership?
5. Mention any two characteristics of transformative leadership.
6. Define teamwork.
7. State any two ways a leader can nurture teamwork.
8. What is a goal?
9. What is meant by SMART goal setting?
10. Define vision in leadership.
11. What is envisioning?
12. Mention any two factors that influence employee motivation.
13. Differentiate between a group and a team.
14. What is team dynamics?
15. State any two factors affecting team dynamics.
16. Define conflict.
17. Mention any two sources of workplace conflict.
18. What is conflict management?

19. Name any two conflict-management strategies.
20. State any two responsibilities of a leader in conflict management.

B. 5-MARK QUESTIONS

1. Explain the meaning of motivation and discuss the role of a leader in motivating employees.
2. Differentiate between motivation and inspiration and explain their importance in leadership.
3. Explain transformative leadership and describe its major characteristics.
4. Describe the role of a leader in nurturing effective teamwork.
5. Explain goal setting and discuss the role of a leader in effective goal setting.
6. Explain vision and envisioning and discuss their importance in leadership.
7. Discuss the major factors that influence employee motivation.
8. Differentiate between a group and a team with suitable examples.
9. Explain team dynamics and discuss the major factors affecting team dynamics.
10. Describe the stages of team development and the role of the leader at each stage.
11. Explain the meaning and major sources of workplace conflict.
12. Describe any five strategies for managing conflict.
13. Explain the role of a leader in resolving conflict constructively.
14. Explain how goal setting, motivation and teamwork are related.
15. Describe how a leader can create a positive and motivating team environment.

C. 10-MARK QUESTIONS

1. Define motivation and inspiration. Explain in detail the role of a leader in motivating and inspiring people.
2. What is transformative leadership? Explain its characteristics and discuss how a transformative leader can improve people and organizational performance.
3. Explain the concept of teamwork. Discuss the role of a leader in nurturing trust, collaboration, participation and shared responsibility in a team.
4. What is goal setting? Explain the characteristics of effective goals and discuss the complete role of a leader in converting goals into results.
5. Define vision and envisioning. Explain their relationship with transformative leadership and show how a leader can convert a vision into actionable goals.
6. Discuss the motivational role of a leader in people management. Explain how recognition, feedback, autonomy, development, fairness and communication influence motivation.
7. Differentiate between a group and a team. Explain team dynamics, major factors affecting team effectiveness and the stages of team development.
8. Define conflict management. Explain the major sources and types of conflict and discuss suitable strategies for managing conflicts.

9. A technical department has low motivation, weak teamwork and repeated disagreements over responsibilities. Diagnose the situation and prepare an integrated leadership action plan using motivation, goal setting, teamwork and conflict-management principles.
10. A leader wants to transform a traditional laboratory into a collaborative, project-oriented learning environment. Explain how vision, envisioning, motivation, teamwork and goal setting can be integrated to achieve the transformation.
11. Explain how a leader can maintain team performance when members have different goals, personalities, levels of competence and expectations.
12. Discuss the relationship among motivation, inspiration, transformative leadership, teamwork, team dynamics and conflict management in developing effective organizational leadership.

D. MODEL 10-MARK ANSWER-WRITING FRAMEWORK

Introduction – define the central leadership concept.

Conceptual explanation – clarify meaning and scope.

Major components/characteristics – use numbered headings.

Leadership role – explain what the leader actually does.

Process/model – present a logical sequence wherever applicable.

Practical example – preferably use a technical, educational or workplace situation.

Application – explain how the concept improves people/team/organizational performance.

Conclusion – summarize the central leadership lesson.

Answer-Writing Tip: For a 10-mark answer, use headings and sub-headings, comparison tables where useful, practical examples and a short conclusion. Avoid only listing points; explain the cause-and-effect relationship between leadership action and team/organizational outcome.

PART D — TEACHER'S CLASSROOM ACTIVITIES

Motivation Case: Give students a low-motivation workplace scenario and ask them to identify causes and leadership interventions.

Inspiration Exercise: Students identify a leader they consider inspiring and analyse the behaviours that created commitment.

Transformative Vision Activity: Teams create a one-sentence vision for improving a laboratory or department and convert it into three goals.

Goal-Setting Exercise: Convert broad intentions into SMART goals.

Team-Building Exercise: Assign a technical project to groups and observe role clarity, coordination and participation.

Team-Dynamics Observation: Ask students to identify examples of forming, storming, norming and performing behaviours in a group activity.

Conflict Role Play: Two students act out a resource conflict; a third student acts as leader/mediator.

Conflict Strategy Selection: Give different conflict situations and ask students to select collaboration, compromise, accommodation, competition or avoidance with justification.

Leadership Action Plan: Students identify one team problem, one leadership behaviour, one goal, one action and one review date.

Syllabus Activity Alignment: The supplied syllabus specifically recommends activities on envisioning and goal setting and preparation of an action plan, along with group/individual presentations and discussion. [filecite?turn2file1?L97-L101?](#)

PART E — LEADERSHIP ACTION PLAN

Area	Current Situation	Goal	Leadership Action	Review Indicator
Motivation				
Teamwork				
Goal setting				
Communication				
Conflict management				

PART F — INTEGRATED CASE STUDY

Case: Improving a Technical Department

A technical department is introducing a new practical-learning initiative. Some staff members are enthusiastic, while others believe the additional work is unnecessary. Team members disagree over responsibilities, meetings are dominated by a few people and deadlines are missed.

Questions for Students

Identify the motivation-related problems.

How can the leader create a shared vision?

What goals should be established?

How can teamwork be nurtured?

What team-dynamics issues are visible?

What conflicts are present?

Which conflict-management strategy would be appropriate and why?

How can the leader sustain motivation after the initial implementation?

Suggested Analysis

Motivation: explain purpose, recognize contributions, provide support and meaningful responsibility.

Vision: communicate the desired future state and connect it to student and departmental outcomes.

Goals: establish specific deliverables, responsibilities, timelines and review indicators.

Teamwork: clarify roles, increase participation and establish coordination mechanisms.

Team dynamics: address dominance, silence, role ambiguity and communication patterns.

Conflict: distinguish task/process issues from interpersonal issues.

Resolution: use collaborative problem-solving where the issue requires joint ownership.

Sustainability: review results, recognize progress, document lessons and adjust goals.

UNIT–V: CHANGE MANAGEMENT & LEADERSHIP

8-Hour Detailed Lecture Notes

Course: TH:5(B) – Leadership and Management Skills | Course Code: OE301B

Unit V • Total Teaching Time: 08 Hours

PART A — UNIT OVERVIEW

1. Learning Objectives

After completing this unit, students should be able to:

Define change management and explain its relationship with leadership.

Explain why organizational change becomes necessary.

Identify and explain major models of organizational change.

Explain internal and external forces that drive organizational change.

Describe the change-management process in a logical sequence.

Explain the goals and importance of change management.

Describe how change occurs in an organization and why people may resist it.

Explain the role of communication, participation, training and support during change.

Identify the key responsibilities of a change leader.

Apply change-management concepts to a technical, educational or workplace situation.

LECTURE 38 — CHANGE MANAGEMENT & LEADERSHIP

Teaching Time: 1 Hour

1.1 Meaning of Change

Change means a movement from an existing condition, practice, system, structure or behaviour to a different condition. In an organization, change may affect technology, people, processes, structure, policies, culture, services or goals.

1.2 Meaning of Change Management

Change management is a structured approach to planning, implementing, supporting and reviewing changes so that the desired improvement is achieved while disruption, confusion and unnecessary resistance are managed.

1.3 Meaning of Change Leadership

Change leadership refers to the leadership actions through which people are given direction, purpose, confidence and support during a change. A change leader helps people understand why change is necessary and how they can participate in achieving the desired future state.

1.4 Change Management vs Change Leadership

Basis	Change Management	Change Leadership
Primary focus	Planning, implementation and	Direction, commitment and people

	control of change	during change
Orientation	Process and execution	Purpose, influence and behaviour
Typical questions	What will change? When? How? Who will implement it?	Why must we change? Where are we going? How will people commit?
Key requirement	Structure and coordination	Vision, communication, trust and engagement

1.5 Why Organizations Need Change

New technology or equipment.
 Changes in customer or student expectations.
 Competition and changing market conditions.
 New laws, regulations, standards or institutional requirements.
 Need to improve quality, efficiency or productivity.
 Resource constraints.
 Organizational growth, restructuring or new responsibilities.
 Safety, environmental or sustainability requirements.
 Poor performance or outdated work practices.

1.6 Planned and Unplanned Change

Planned Change	Unplanned/Reactive Change
Anticipated and prepared in advance	Triggered by an unexpected event or urgent problem
Allows training and resource preparation	Often requires rapid response
Can be piloted and evaluated	May have limited preparation time
Example: planned digitalization of records	Example: sudden replacement of failed critical equipment

1.7 Leadership in Change

Create a clear direction.
 Explain the reason for change.
 Build confidence and trust.
 Involve affected people appropriately.
 Provide resources and remove barriers.
 Model the desired behaviour.
 Recognize progress.
 Address resistance constructively.
 Monitor outcomes and learn from implementation.

Example: A polytechnic introduces a new digital attendance and academic-record system. Change management plans software, training, data migration and implementation. Change leadership explains the educational and administrative benefits, addresses staff concerns and creates confidence in the transition.

LECTURE 39 — MODELS OF CHANGE

Teaching Time: 1 Hour

2.1 Why Change Models Are Useful

A change model provides a conceptual framework for understanding how change can be initiated, implemented and stabilized. Models help leaders identify stages, anticipate problems and organize interventions.

2.2 Lewin's Three-Stage Model

Kurt Lewin's widely used framework describes change as three broad stages: Unfreezing, Changing/Moving and Refreezing.

Stage	Meaning	Leadership Actions
Unfreezing	Prepare people to recognize that existing practices need to change	Explain need, create awareness, challenge outdated assumptions, build readiness
Changing/Moving	Introduce and learn new practices, behaviours or systems	Train, communicate, support, experiment and solve implementation problems
Refreezing	Stabilize the new way of working	Standardize, reinforce, review and integrate the new practice

2.3 Kotter's Eight-Step Approach

Create a sense of urgency.

Build a guiding coalition.

Form a strategic vision and initiatives.

Enlist a volunteer army / communicate for buy-in.

Enable action by removing barriers.

Generate short-term wins.

Sustain acceleration.

Institute change.

The model emphasizes that major organizational change requires urgency, a guiding group, a clear vision, broad engagement, removal of barriers, visible progress and institutionalization.

2.4 Comparison of Lewin and Kotter

Aspect	Lewin	Kotter
Structure	Three broad stages	Eight more detailed steps
Strength	Simple conceptual framework	Detailed implementation guidance
Preparation	Unfreezing	Urgency and guiding coalition
Implementation	Changing/Moving	Vision, communication, action, short-term wins and acceleration
Stabilization	Refreezing	Institutionalizing change

2.5 Choosing a Change Model

Use a simple model when students or staff need a clear overview.

Use a detailed framework when the change involves many stakeholders and implementation stages.

Adapt models to organizational size, urgency, risk and complexity.

A model is a guide, not a substitute for judgement.

Class Activity: Give students the situation 'A laboratory is shifting from manual registers to a digital management system.' Ask them to map the change using Lewin's three stages.

LECTURE 40 — FORCES DRIVING CHANGE

Teaching Time: 1 Hour

3.1 Meaning of Driving Forces

Driving forces are factors that create pressure or opportunity for an organization to move from its current state toward a different state. They may originate inside or outside the organization.

3.2 External Forces

Technological development and digitalization.

Economic conditions and resource availability.

Changes in industry and labour-market requirements.

Competition.

Government policies, regulations and standards.

Social and demographic changes.

Customer, student or stakeholder expectations.

Environmental and sustainability pressures.

Globalization and changing professional practices.

3.3 Internal Forces

Low productivity or poor performance.

Need for quality improvement.

Employee skill gaps.

Leadership or management changes.

Organizational growth or restructuring.

New institutional goals.

Resource limitations.

Workplace dissatisfaction.

Need to improve safety and efficiency.

3.4 Driving Forces and Restraining Forces

Change is influenced not only by forces pushing toward change but also by forces that hold the organization to the existing state. These restraining forces may include fear of job loss, lack of skills, habit, uncertainty, cost, workload, poor communication and lack of trust.

Driving Force	Possible Restraining Force
New technology	Fear of unfamiliar technology
Quality improvement	Additional workload during transition
Regulatory requirement	Lack of understanding of requirement
Digitalization	Limited digital skills

New process	Attachment to established routine
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3.5 Force-Field Thinking

A leader can improve change planning by identifying forces supporting change and forces resisting it. The aim is not simply to increase pressure. Often the more sustainable approach is to strengthen useful driving forces while reducing avoidable restraining forces through communication, training, resources and participation.

3.6 Example

A department wants to introduce preventive maintenance. The driving force is repeated equipment failure. Restraining forces include staff workload, lack of checklist knowledge and uncertainty about responsibility. A good change plan addresses the restraining forces rather than merely ordering people to comply.

Quick Check: Ask: 'What is pushing the organization to change? What is making people hesitate?' This two-question framework is useful for diagnosing change readiness.

LECTURE 41 — CHANGE MANAGEMENT PROCESS

Teaching Time: 1 Hour

4.1 Overview of the Change Process

A practical change-management process can be organized into the following sequence: identify the need → diagnose the current state → define the desired state → plan the transition → communicate → prepare people → implement → monitor → reinforce → review and improve.

4.2 Step 1: Identify the Need for Change

Recognize a problem, opportunity, requirement or threat.
Collect evidence rather than relying only on assumptions.
Clarify the consequences of continuing the current practice.

4.3 Step 2: Diagnose the Current State

Understand current processes and performance.
Identify stakeholders affected by change.
Assess available resources and capability.
Identify risks and likely resistance.

4.4 Step 3: Define the Desired Future State

The desired state should describe what will be different and what improvement is expected. It should be sufficiently clear to guide goals, responsibilities and evaluation.

4.5 Step 4: Plan the Transition

Define activities and milestones.

Assign responsibilities.
Identify required resources.
Plan training and support.
Identify risks and contingency actions.
Determine how progress will be measured.

4.6 Step 5: Communicate and Engage

Communication should explain what is changing, why it is changing, how people will be affected, what support will be available and where questions can be raised. Engagement means involving affected stakeholders appropriately rather than treating communication as one-way announcement only.

4.7 Step 6: Implement

Implementation may be phased, piloted or organization-wide depending on risk and complexity. Leaders should monitor real problems as they appear rather than assuming that the written plan will operate perfectly.

4.8 Step 7: Monitor and Reinforce

Track indicators of progress.
Identify unexpected problems.
Provide corrective support.
Recognize early successes.
Standardize effective practices.

4.9 Step 8: Review and Improve

After implementation, compare actual results with intended outcomes. Identify what worked, what did not work and what should be changed in the next cycle.

Exam Framework: Need → Diagnosis → Desired State → Planning → Communication → Preparation → Implementation → Monitoring → Reinforcement → Review

LECTURE 42 — GOAL AND IMPORTANCE OF CHANGE MANAGEMENT

Teaching Time: 1 Hour

5.1 Goals of Change Management

Achieve the intended organizational improvement.
Prepare people for new roles, processes or technologies.
Reduce avoidable disruption.
Manage resistance and uncertainty.
Maintain service, safety and operational continuity where possible.
Develop capability required for the new system.
Create ownership and commitment.
Sustain the change after implementation.

Measure whether the change produced the desired result.

5.2 Importance of Change Management

Area	Importance
People	Helps employees understand, accept and adopt new ways of working
Performance	Supports improvement in quality, efficiency and productivity
Risk	Identifies resistance, implementation problems and operational risks
Communication	Reduces confusion and rumours
Training	Builds required competence
Continuity	Helps manage disruption during transition
Sustainability	Prevents organizations from returning automatically to old practices

5.3 Change Adoption

Successful change is not complete when a new system is installed or a new order is issued. Adoption occurs when people actually use the new process correctly and consistently. Sustainability requires reinforcement, capability, accountability and review.

5.4 Change Readiness

Change readiness is the extent to which people and the organization are prepared and willing to implement a change. Readiness is influenced by perceived need, trust in leadership, understanding of the change, capability, resources and previous experience with change.

5.5 Cost of Poorly Managed Change

Confusion about roles and procedures.
Reduced productivity during transition.
Employee frustration and resistance.
Errors and rework.
Loss of trust in leadership.
Failure to achieve expected benefits.
Return to old practices.
Unnecessary financial and time costs.

5.6 Example

Suppose a workshop changes its preventive-maintenance system without training technicians or clarifying responsibilities. The checklist may exist, but implementation will remain weak. Change management adds training, communication, role clarity, monitoring and review.

Key Point: The objective of change management is not change for its own sake; it is successful adoption of a desired improvement.

LECTURE 43 — THE PROCESS OF CHANGE HAPPENING IN AN ORGANIZATION

Teaching Time: 1 Hour

6.1 Change as a Transition

Organizational change has both a technical side and a human side. A new system can be technically correct while adoption remains poor because people have not understood, accepted or learned the new way of working.

6.2 Typical Organizational Change Sequence

Recognition of a problem or opportunity.
Awareness that the existing state needs improvement.
Discussion and diagnosis.
Decision to change.
Design of the future state and transition plan.
Communication and stakeholder engagement.
Preparation, training and resource allocation.
Implementation and adjustment.
Adoption and reinforcement.
Institutionalization and continuous improvement.

6.3 Human Responses During Change

People can respond differently to the same change. Some may welcome it, some may wait for evidence, some may fear loss of competence or status, and some may actively resist. A leader should avoid assuming that resistance automatically means disloyalty; it may indicate genuine uncertainty, inadequate information, insufficient skills or perceived negative consequences.

6.4 Resistance to Change

Potential Cause	Leadership Response
Fear of the unknown	Explain what will happen and provide support
Lack of skills	Training, coaching and practice
Loss of control	Provide participation and clear responsibilities
Increased workload	Plan resources and transition time
Lack of trust	Use consistent communication and credible action
Previous failed changes	Acknowledge history and demonstrate learning
Perceived unfairness	Explain criteria and apply them consistently

6.5 Communication During Change

Communicate early enough for preparation.
Use clear and simple language.
Explain the reason, impact and expected benefits.
Provide opportunities for questions.
Repeat key messages consistently.

Share progress and acknowledge problems honestly.
Use appropriate communication channels for different stakeholders.

6.6 Training and Support

Training should be linked to the actual capability required by the new process. Demonstration, supervised practice, job aids, troubleshooting support and follow-up are often more effective than a single information session.

6.7 Reinforcement

Recognize correct adoption.
Monitor compliance and performance.
Update procedures and documentation.
Provide corrective coaching.
Integrate the new practice into routine evaluation and review.

Practical Example: When a college introduces a new Learning Management System, successful change requires not only software installation but also user training, access support, communication, practice, troubleshooting, monitoring and reinforcement.

LECTURE 44 — KEY ASPECTS OF LEADERSHIP IN CHANGE MANAGEMENT

Teaching Time: 1 Hour

7.1 Leadership Requirements During Change

Vision – define the desired direction.
Credibility – demonstrate competence and consistency.
Communication – explain the change and listen to concerns.
Influence – build commitment among stakeholders.
Decision-making – resolve issues and prioritize resources.
Empowerment – allow appropriate people to contribute.
Resilience – maintain constructive focus when difficulties occur.
Learning orientation – use feedback and evidence to improve the change process.

7.2 Change Leader as Communicator

The change leader communicates the case for change, desired future state, expectations, responsibilities, support mechanisms and progress. Good communication is two-way: leaders must also listen for concerns, ideas and early warning signs.

7.3 Change Leader as Role Model

People observe whether leaders themselves follow the new process. If leaders demand change from others but continue using old practices, credibility falls. Consistent role modelling therefore supports adoption.

7.4 Change Leader as Facilitator

Bring stakeholders together.
Clarify disagreements.
Remove barriers.
Coordinate resources.
Create opportunities for participation.
Support problem-solving.

7.5 Change Leader as Coach

Coaching focuses on helping individuals and teams develop the competence and confidence required by the new way of working. It may include questioning, demonstration, feedback, practice and follow-up.

7.6 Leadership and Resistance

Resistance should be diagnosed rather than treated as a single category. A technical skill gap requires training; a resource problem requires planning; a communication problem requires clarification; a legitimate concern about safety or workload requires evaluation and corrective action.

7.7 Maintaining Trust

Tell the truth about challenges.
Do not make unrealistic promises.
Apply standards consistently.
Explain decisions that affect people.
Acknowledge mistakes.
Recognize contributions.
Deliver promised support.

Class Activity: Students imagine they are change leaders introducing a new laboratory safety procedure. Identify five leadership behaviours that would make staff more likely to adopt it.

LECTURE 45 — RESPONSIBILITIES OF A CHANGE LEADER & INTEGRATED APPLICATION

Teaching Time: 1 Hour

8.1 Major Responsibilities of a Change Leader

Recognize and clearly define the need for change.
Build a compelling case for change.
Develop or communicate a clear vision of the desired state.
Identify stakeholders and understand their concerns.
Build a guiding team or coalition where appropriate.
Set priorities, goals and milestones.
Allocate resources and responsibilities.
Communicate continuously and listen actively.

Provide training, coaching and support.
 Remove barriers and resolve implementation problems.
 Monitor progress using suitable indicators.
 Recognize short-term achievements.
 Manage resistance constructively.
 Institutionalize successful practices.
 Review outcomes and promote continuous improvement.

8.2 Change Leader's Responsibility Matrix

Responsibility	Key Question	Evidence of Effective Leadership
Need identification	Why must we change?	Clear problem/opportunity statement
Vision	Where do we want to go?	Shared desired future state
Planning	How will we get there?	Activities, resources and milestones
Engagement	Who is affected and how?	Stakeholder involvement
Capability	Can people perform the new work?	Training and support
Implementation	Is the change actually happening?	Progress indicators
Reinforcement	Will the change last?	Standardization and review
Evaluation	Did the change produce benefit?	Outcome assessment and lessons learned

8.3 Change Leadership Action Plan

Step	Action	Responsible Person	Time	Indicator
1. Need	Define problem/opportunity			
2. Vision	Describe desired future state			
3. Goal	Set measurable objective			
4. Plan	List activities and resources			
5. Engage	Identify and involve stakeholders			
6. Implement	Execute and support transition			
7. Monitor	Review indicators and problems			
8. Reinforce	Standardize and recognize adoption			

8.4 Integrated Case Study

A technical institution has several old laboratory practices. Equipment maintenance is mostly reactive, records are inconsistent, students receive limited hands-on exposure and staff members are uncertain about responsibilities. Management decides to introduce a digital maintenance system, standardized checklists and scheduled practical activities.

Questions for Students

What is the need for change?
 Identify at least four forces driving the change.
 Identify at least four possible restraining forces.
 Which change model could be used and why?
 What should be the desired future state?
 What goals should be established?
 How should staff and students be engaged?
 What training and support would be required?
 What responsibilities should the change leader undertake?
 How would you determine whether the change has been successfully adopted?

Suggested Analysis

Need: improve maintenance reliability, consistency, practical learning and accountability.
 Driving forces: equipment condition, quality needs, digital tools, efficiency and educational requirements.
 Restraining forces: skill gaps, workload, habit, uncertainty and resource constraints.
 Model: Lewin can provide a simple three-stage structure; Kotter can provide a more detailed implementation roadmap.
 Future state: standardized, monitored and consistently adopted maintenance and practical-learning processes.
 Goals: define measurable maintenance, training, record-keeping and practical-learning indicators.
 Engagement: involve technicians, faculty and students at appropriate stages.
 Training: provide hands-on system training and troubleshooting support.
 Leadership: communicate purpose, model adoption, remove barriers, monitor progress and reinforce success.
 Evaluation: compare baseline and post-change indicators and review sustainability.

PART B — QUICK REVISION

Key Definitions

Term	Exam-Ready Meaning
Change	Movement from an existing state, practice, system or behaviour to a different state.
Change management	Structured approach to planning, implementing, supporting and reviewing organizational change.
Change leadership	Leadership actions that provide direction, purpose, confidence and support during change.
Driving force	Factor that creates pressure or opportunity for change.
Restraining force	Factor that resists, slows or complicates change.
Change readiness	Extent to which people and the organization are prepared and willing to implement change.
Change adoption	Actual use and acceptance of the new practice or system.
Reinforcement	Actions that help a new practice become stable and sustained.

Important Comparisons

Comparison	Core Distinction
Change management vs change leadership	Management emphasizes structured implementation; leadership emphasizes direction, commitment and people.
Planned vs reactive change	Planned change is prepared in advance; reactive change responds to an immediate event or problem.
Driving vs restraining forces	Driving forces push toward change; restraining forces hold the organization toward the current state.
Lewin vs Kotter	Lewin provides three broad stages; Kotter provides a more detailed eight-step approach.
Installation vs adoption	Installation means a system/process has been introduced; adoption means people actually use it correctly and consistently.

Most Important Examination Points

Meaning and importance of change management.
 Difference between change management and change leadership.
 Planned and unplanned change.
 Lewin's three-stage change model.
 Kotter's eight-step change approach.
 Internal and external forces driving change.
 Driving forces and restraining forces.
 Steps in the change-management process.
 Goals and importance of change management.
 Change readiness, resistance and adoption.
 Communication, training and reinforcement during change.
 Key leadership aspects and responsibilities of a change leader.

PART C — QUESTION BANK

A. 2-MARK QUESTIONS

1. Define change management.
2. What is change leadership?
3. State any two reasons why organizations need change.
4. Differentiate between planned and unplanned change.
5. What is a driving force for change?
6. What is a restraining force?
7. Name the three stages of Lewin's change model.
8. What is meant by 'unfreezing'?
9. What is the purpose of the refreezing stage?
10. Mention any two steps in Kotter's change approach.
11. What is change readiness?

12. What is change adoption?
13. State any two goals of change management.
14. Mention any two internal forces driving organizational change.
15. Mention any two external forces driving organizational change.
16. What is resistance to change?
17. State any two ways a leader can reduce resistance to change.
18. Why is communication important during organizational change?
19. Mention any two responsibilities of a change leader.
20. What is reinforcement in change management?

B. 5-MARK QUESTIONS

1. Explain the meaning of change management and discuss its importance in an organization.
2. Differentiate between change management and change leadership.
3. Explain planned and unplanned change with suitable examples.
4. Describe Lewin's three-stage model of change.
5. Explain Kotter's eight-step approach to organizational change.
6. Differentiate between Lewin's model and Kotter's approach.
7. Explain the internal and external forces that drive organizational change.
8. Explain driving forces and restraining forces with examples.
9. Describe the major steps in a practical change-management process.
10. Discuss the goals and importance of change management.
11. Explain change readiness and identify factors that influence readiness.
12. Discuss the major causes of resistance to organizational change.
13. Explain the importance of communication, training and support during change.
14. Describe the key leadership aspects required during organizational change.
15. Explain the major responsibilities of a change leader.

C. 10-MARK QUESTIONS

1. Define change management and change leadership. Explain their relationship and discuss the role of leadership in successful organizational change.
2. Explain Lewin's three-stage model of change in detail. Discuss the leadership actions required during unfreezing, changing and refreezing.
3. Describe Kotter's eight-step approach to change management. Explain how the steps help a leader build commitment and sustain change.
4. Explain the major internal and external forces driving organizational change. Also discuss restraining forces and how a leader can reduce them.

5. Describe the complete change-management process from identifying the need for change to reinforcement and review.
6. Discuss the goals and importance of change management. Explain why installation of a new system does not necessarily mean successful change adoption.
7. Explain how change happens in an organization. Discuss resistance, communication, training, participation, support and reinforcement during the transition.
8. Discuss the key aspects of leadership in change management. Explain how a leader acts as communicator, role model, facilitator, coach and decision-maker.
9. Explain the major responsibilities of a change leader and prepare a suitable change-leadership action plan for a technical organization.
10. A polytechnic wants to introduce a digital laboratory-management system. Analyse the forces driving and restraining the change and prepare a complete change-management plan.
11. A department has repeatedly failed to implement new procedures because staff members return to old practices. Diagnose the reasons and explain how leadership, training, communication and reinforcement can improve adoption.
12. Discuss the relationship among change management, leadership, organizational readiness, resistance, communication, training and continuous improvement.

D. MODEL 10-MARK ANSWER-WRITING FRAMEWORK

Introduction – define change/change management/change leadership.

Need for change – explain the organizational context.

Model/process – present the relevant framework or stages.

Driving and restraining forces – analyse the conditions affecting change.

Leadership role – explain what the change leader should do.

People dimension – discuss communication, participation, training and resistance.

Implementation – explain actions, responsibilities and monitoring.

Reinforcement – explain how the new practice will be sustained.

Practical example – preferably use a technical, educational or workplace situation.

Conclusion – state how successful change contributes to organizational effectiveness.

Answer-Writing Tip: For a 10-mark answer, use a logical flow, clear headings, a model/process diagram where appropriate, practical examples and a conclusion. In application-based questions, do not merely define change management; show what the leader would actually do.

CLASSROOM ACTIVITIES

Change Icebreaker: Ask students to name one major change they experienced in education, technology or daily life and identify how they adapted.

Lewin Mapping Exercise: Map a proposed laboratory or departmental change into Unfreezing, Changing and Refreezing.

Kotter Activity: Give a case and ask groups to identify which of Kotter's steps are missing.

Force-Field Exercise: List driving and restraining forces for introducing a new technical laboratory system.

Stakeholder Mapping: Identify who is affected by a proposed institutional change and what each stakeholder may need.

Resistance Role Play: One student acts as a change leader and others act as employees with different concerns.

Communication Planning: Students prepare a short communication plan answering why, what, when, impact and support.

Training Plan: Students design a one-hour training programme for a new technical procedure.

Change Action Plan: Students prepare a simple action plan with need, vision, goals, activities, responsibility, timeline and indicators.

Post-Change Review: Compare expected and actual outcomes and identify lessons for continuous improvement.

PART E — CHANGE MANAGEMENT ACTION PLAN

Area	Current Situation	Desired Change	Leadership Action	Indicator	Review Date
Need/Problem					
People/Stakeholders					
Goal					
Communication					
Training					
Implementation					
Resistance					
Reinforcement					