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HIGHLIGHTED HANDOUT

MGMT723

Leadership & Team Management

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MGMT723

Leadership & Team Management

Lecture-Wise Study Handout
Virtual University of Pakistan

21 lectures • prepared for exam study 

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About This Course

MGMT723 – Leadership & Team Management studies how leaders influence people and how teams achieve what individuals cannot: leadership theories from traits to transformation, power and influence, motivation, team formation and dynamics, conflict, communication, decision-making, and leading change — with Pakistani organizational context throughout.

Each lecture gives learning objectives, core explanations with definitions, examples, exam key points,  a summary, and review questions.

Lecture 1: Leadership vs Management

Learning Objectives

- Define leadership
- Trace trait to behavioral theories

Leadership is the process of influencing others toward shared goals — distinct from management (planning, organizing, controlling). Managers administer; leaders inspire: the classic distinction is doing things right (management) vs doing the right things (leadership). Organizations need both — leadership without management is vision without execution; management without leadership is bureaucracy without soul.

Trait theory (the 'great man' approach) sought inborn leader qualities — intelligence, confidence, determination, integrity, sociability — but traits predict weakly without context: the right traits matter only when the situation lets them work. Behavioral theories (Ohio State: initiating structure vs consideration; Michigan: employee vs production orientation; Blake & Mouton's Managerial Grid) shifted focus to what leaders do — task behaviors and people behaviors — and found the best leaders do both.

Pakistani context: the 'seth' culture — autocratic, family-centered leadership — versus emerging professional management in multinationals and startups. Exam thesis: leadership = influence toward goals; traits start the story, behaviors continue it, and context decides what works.

Key Definitions

Managerial Grid is defined as Blake & Mouton's framework mapping leadership by concern for production vs concern for people.

Examples

- Grid: 9,9 team management (high task + high people) as the ideal.
- Seth culture: high structure, low consideration — the Pakistani autocratic default.

Key Points — very important for exams

Leadership = influence toward shared goals; management = administration.

Traits predict weakly; behaviors (task + people) predict better.

Best leaders score high on both structure and consideration.

Pakistan: seth autocracy vs professional management — know the contrast.

Review Questions

- ? Can a good manager be a bad leader?
- ? Where does your boss sit on the Grid?

Section Summary

Leadership influences, management administers — and effective leaders combine task drive with people care.

Exam Pointers

- Distinguish leadership from management.
- What did behavioral theories add to trait theory?

Lecture 2: Contingency and Situational Leadership

Learning Objectives

- Apply contingency models
- Flex style to situations

Contingency theories: no single best style — effectiveness depends on fit. Fiedler's model: task-motivated leaders excel in very favorable or unfavorable situations; relationship-motivated leaders excel in moderate ones — match the leader to the situation (or engineer the situation). Hersey-Blanchard's situational leadership: direct (low follower readiness) → coach → support → delegate (high readiness) — adapt style to follower maturity per task.

Path-goal theory (House): leaders clarify paths to goals — directive, supportive, participative, or achievement-oriented behaviors matched to follower needs and task structure. Leader-member exchange (LMX): leaders form in-groups (trusted, more latitude) and out-groups — high LMX predicts performance and satisfaction, but favoritism perceptions poison teams.

Practical synthesis: diagnose the situation (task structure, follower readiness, relationships), then flex. Pakistani application: young, inexperienced teams need directing; skilled professionals need delegation — the common error is one-style leadership (usually autocratic) everywhere.

Key Definitions

LMX is defined as the quality of the leader-follower dyad: in-groups get trust and latitude; out-groups get formal supervision.

Examples

- Crisis: directive leadership fits (unfavorable situation, low readiness).
- LMX: a manager's trusted circle gets the stretch assignments — and the resentment.

Key Points — very important for exams

No best style — fit decides (Fiedler, Hersey-Blanchard, path-goal).

Situational: direct → coach → support → delegate as readiness rises.

Path-goal: clarify paths; match behavior to needs.

LMX: in-groups perform, but favoritism perceptions kill teams.

Review Questions

- ? A skilled team resents a directive new boss — diagnose with Hersey-Blanchard.
- ? Is LMX favoritism? Discuss.

Section Summary

Great leadership is adaptive: read the situation and the followers, then choose the style that fits.

Exam Pointers

- Explain Fiedler's contingency model.
- How should style adapt to follower readiness?

Lecture 3: Transformational Leadership

Learning Objectives

- Explain transformational leadership
- Apply the full-range model

Transformational leadership (Burns, Bass): inspires through idealized influence (charisma/ethics), inspirational motivation (compelling vision), intellectual stimulation (challenging assumptions), and individualized consideration (coaching) — the Four I's. It changes followers' values and aspirations, producing performance beyond expectations — the leadership of change.

Transactional leadership: exchanges rewards for effort — contingent reward, management-by-exception (active/passive). It works for stable operations but doesn't inspire. Laissez-faire (abdication) is the worst — consistently the least effective style. Full-range model: effective leaders are transformational first, transactional as foundation, never laissez-faire.

Charisma's dark side: transformational leaders can mislead (the Hitler problem) — hence authentic transformational leadership adds moral grounding. Pakistani examples: visionary founders (Edhi's selfless inspiration) vs transactional seths. Exam point: transformational for change, transactional for stability — and ethics decides whether transformation serves or exploits.

Key Definitions

Transformational leadership is defined as Bass's Four I's: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration.

Examples

- Edhi: idealized influence through lived selflessness — Pakistan's transformational icon.
- Laissez-faire: the absent manager whose team drifts — worst style empirically.

Key Points — very important for exams

Four I's: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration.

Transforms values; produces beyond-expectations performance.

Transactional = exchange-based; fine for stability, not for change.

Charisma needs ethics: authentic vs pseudo-transformational.

Review Questions

- ? When is transactional better than transformational?
- ? How do you detect pseudo-transformational leadership?

Section Summary

Transformational leaders change what followers want — but only ethical transformation deserves following.

Exam Pointers

- What are the Four I's?
- Compare transformational and transactional leadership.

Lecture 4: Power, Influence, and Empowerment

Learning Objectives

- Map power bases
- Use influence ethically

Power is the capacity to influence: French & Raven's five bases — legitimate (position), reward, coercive, expert, referent (admiration) — plus informational (control of information). Effective leaders lean on expert and referent power (which grow with use); coercive power (which breeds compliance without commitment and retaliation) is the weakest long-term base.

Influence tactics: rational persuasion, inspirational appeals, consultation, ingratiation, exchange, personal appeals, coalition, legitimating, pressure — ranked roughly from most to least effective, with pressure last. Political skill — networking, sincerity, social astuteness — determines who influences beyond formal authority.

Empowerment multiplies power: sharing authority, information, and resources with followers builds their capacity and commitment — the opposite of hoarding control. Pakistani hierarchies often hoard power (seth decides everything); empowered teams decide fast and own results. Exam thesis: power's best use is creating more power in others.

Key Definitions

Bases of power is defined as French & Raven's five: legitimate, reward, coercive, expert, referent (+ informational).

Examples

- Expert power: the engineer everyone consults — influence without title.
- Empowerment: a customer-service rep authorized to refund — fast, owned decisions.

Key Points — very important for exams

Five bases (+ informational); expert/referent win long-term, coercion loses.

Influence tactics ranked: persuasion and inspiration beat pressure.

Political skill: influence beyond authority.

Empowerment shares power to multiply it — vs hoarding cultures.

Review Questions

- ? A manager relies on coercion — predict the outcomes.
- ? Design an empowerment program for a call center.

Section Summary

Power used well builds commitment; power hoarded builds compliance — empower to multiply influence.

Exam Pointers

- What are the bases of power? Which are most effective?
- How does empowerment differ from delegation?

Lecture 5: Motivating People

Learning Objectives

- Apply motivation theories
- Design motivating jobs

Motivation theories leaders must wield: Maslow's hierarchy (physiological → self-actualization — satisfy lower needs first), Herzberg's two-factor (hygiene factors prevent dissatisfaction; motivators — achievement, recognition — create satisfaction), McClelland's needs (achievement, power, affiliation — match roles to drives), and process theories — expectancy (effort → performance → reward links must be clear), equity (fairness vs referents), and goal-setting (specific, challenging goals + feedback win).

Job design motivates structurally: Hackman & Oldham's job characteristics (skill variety, task identity, significance, autonomy, feedback) produce meaningfulness, responsibility, and knowledge of results. Enrichment (vertical loading — more autonomy) beats enlargement (more of the same). In Pakistan's

routine jobs (data entry, call centers), enrichment is the retention lever.

Money's role: necessary but insufficient — pay unfairly and nothing else matters (equity); pay fairly and motivators decide engagement. The leader's toolkit: set clear expectancy links, ensure equity, design enriched jobs, recognize specifically and promptly.

Key Definitions

Two-factor theory is defined as Herzberg's distinction: hygiene factors (pay, conditions) prevent dissatisfaction; motivators (achievement, recognition) create satisfaction.

Examples

- Expectancy: bonus tied clearly to measurable targets — effort→reward visible.
- Enrichment: a data-entry clerk given quality-check authority — vertical loading.

Key Points — very important for exams

Content: Maslow, Herzberg, McClelland; process: expectancy, equity, goals.

Herzberg: hygiene prevents pain, motivators create drive.

Job characteristics: variety, identity, significance, autonomy, feedback.

Pay fairly first (equity), then motivate with the work itself.

Review Questions

- ? Why do pay rises motivate only briefly? (Herzberg.)
- ? Design an enriched teller job.

Section Summary

Motivation is engineered: fair pay, clear links, enriched jobs, and recognition — the leader's daily toolkit.

Exam Pointers

- Compare content and process motivation theories.
- How should jobs be designed for motivation?

Lecture 6: Team Formation and Dynamics

Learning Objectives

- Build teams
- Manage development stages

Teams outperform individuals when tasks need diverse skills, creativity, and coordination — but groups also produce social loafing, groupthink, and coordination costs. Tuckman's stages: forming (polite

orientation), storming (conflict over roles), norming (norms gel), performing (productive flow), adjourning (disbanding) — leaders must manage each stage, especially storming (don't suppress it; facilitate it).

Team composition: the Belbin roles (coordinator, shaper, plant/creative, monitor-evaluator, implementer, teamworker, finisher...) — balanced teams cover all roles; all-shaper teams fight, all-plant teams dream. Size: 5–9 optimal (coordination costs explode beyond); diversity (functional, demographic) boosts creativity but needs managed inclusion.

Virtual and hybrid teams: the Pakistani IT industry's reality — managing across time zones needs explicit norms (response times, meeting windows), richer kickoffs (trust is harder remotely), and outcome-based management. Exam point: teams are designed, not born — compose, stage-manage, and norm deliberately.

Key Definitions

Team development stages is defined as Tuckman's five: forming, storming, norming, performing, adjourning.

Examples

- Belbin: a team of all 'plants' generates ideas nobody implements.
- Virtual: a Lahore–Dubai team with explicit overlap hours and async norms.

Key Points — very important for exams

Tuckman: forming → storming → norming → performing → adjourning.

Compose for role balance (Belbin) and optimal size (5–9).

Diversity helps creativity; inclusion must be managed.

Virtual teams need explicit norms and outcome management.

Review Questions

- ? Your team is stuck in storming — what do you do?
- ? Design a hybrid team's working agreement.

Section Summary

Teams are built: compose balanced roles, shepherd the stages, and write the norms — especially remotely.

Exam Pointers

- Why do teams outperform individuals — and when don't they?
- How should a leader handle storming?

Lecture 7: Conflict and Negotiation

Learning Objectives

- Manage conflict productively
- Negotiate principledly

Conflict is inevitable and often useful: task conflict (disagreeing about the work) improves decisions; relationship conflict (personal friction) destroys teams; process conflict (how to work) is manageable. The leader's job: stimulate task conflict, prevent its mutation into relationship conflict, and resolve the latter fast.

Conflict-handling styles (Thomas-Kilmann): competing, collaborating, compromising, avoiding, accommodating — matched to situation: collaborate on important complex issues, compete on urgent values issues, avoid on trivial ones, accommodate when you're wrong. Negotiation: principled (Fisher & Ury) — separate people from problem, focus on interests not positions, invent options, use objective criteria.

Pakistani workplace flashpoints: credit-stealing, biradari/favoritism perceptions, and boss-subordinate deference that buries disagreement until it explodes. The leader's discipline: surface disagreements early (structured dissent — devil's advocacy, red teams), address relationship conflict privately and directly.

Key Definitions

Principled negotiation is defined as Fisher & Ury's method: separate people from problem, interests over positions, options, objective criteria.

Examples

- Task→relationship mutation: 'your analysis is wrong' becoming 'you're incompetent' — intervene at the mutation.
- Devil's advocacy: assigned dissent surfacing risks before launch.

Key Points — very important for exams

Task conflict helps; relationship conflict kills; manage the boundary.

Five styles matched to situations — collaborate on what matters.

Principled negotiation: interests, options, criteria.

Surface dissent early; address personal friction privately.

Review Questions

- ? Two star performers feud personally — what do you do?
- ? Negotiate a deadline with an angry client (principled).

Section Summary

Conflict is fuel or fire: burn task disagreement for better decisions, extinguish relationship friction fast.

Exam Pointers

- Distinguish task, relationship, and process conflict.
- When is each conflict style appropriate?

Lecture 8: Leadership Communication

Learning Objectives

- Communicate as a leader
- Fix communication flows

Communication is leadership's medium: the process (sender → encode → channel → decode → receiver → feedback), barriers (filtering, jargon, hierarchy, cultural distance, information overload), and the nonverbal majority (tone and body language carry more weight than words — the Mehrabian insight, properly qualified). Active listening — paraphrasing, probing, withholding judgment — is the scarcest leadership skill.

Downward, upward, and lateral flows: leaders must communicate vision downward (repetition across channels — people need to hear it many times), invite upward truth (skip-level meetings, anonymous channels — hierarchy silences bad news), and enable lateral coordination. Grapevine management: informal networks spread news fast — feed them facts or they manufacture rumors.

Pakistani notes: high power distance blocks upward communication (subordinates won't contradict the boss); multilingual workplaces need plain language; WhatsApp groups are the real organization chart.

Exam point: communication fails more often than strategy does — audit the flows, not just the messages.

Key Definitions

Grapevine is defined as the informal communication network — fast, powerful, and rumor-prone if starved of facts.

Examples

- Skip-level: a VP meeting juniors without their managers — truths surface.
- Grapevine: layoff rumors filling an information vacuum — feed facts fast.

Key Points — very important for exams

Process + barriers + nonverbal weight — master all three.

Vision needs repetition across channels; truth needs safe upward paths.

Grapevine: feed it facts or it invents rumors.

High power distance silences juniors — design around it.

Review Questions

? Your team learns of restructuring from rumors — what failed?

? Design an upward-feedback system for a hierarchical firm.

Section Summary

Leaders run on communication: broadcast vision relentlessly, protect upward truth, and never let the grapevine go hungry.

Exam Pointers

→ What are the barriers to effective communication?

→ How can leaders get honest upward feedback?

Lecture 9: Decision-Making

Learning Objectives

- Decide well
- Debias decisions

Decision-making models: rational (define, criteria, alternatives, evaluate, choose — the ideal), bounded rationality (Simon: satisfice under constraints — the reality), and intuitive (pattern recognition — powerful in experts, dangerous in novices). Biases that ambush leaders: confirmation bias, sunk-cost fallacy, overconfidence, anchoring, groupthink — the exam's favorite list.

Decision quality tools: devil's advocacy and dialectical inquiry (structured dissent), premortems ('imagine we failed — why?'), decision trees and expected value for risky choices, and the disagree-and-commit norm (debate hard, then unite — Amazon's rule). Participation: Vroom-Yetton — decide alone, consult, or decide by group, matched to decision importance and need for buy-in.

Pakistani pattern: centralized decisions (the boss decides, often on intuition and relationships) — fast but biased and brittle. The reform: push routine decisions down (empowerment), reserve participative process for consequential ones, and institutionalize dissent.

Key Definitions

Premortem is defined as Klein's technique: imagine a project failed, then explain why — surfacing risks prospectively.

Examples

- Premortem: 'our launch failed because distributors weren't trained' — caught in advance.
- Sunk cost: continuing a failing project because Rs. 50m is spent — the fallacy.

Key Points — very important for exams

Rational ideal, bounded reality, expert intuition — know all three.

Biases: confirmation, sunk cost, overconfidence, anchoring, groupthink.

Tools: devil's advocacy, premortems, decision trees, disagree-and-commit.

Push routine decisions down; deliberate the consequential ones.

Review Questions

- ? Run a premortem for a new product launch.
- ? A team defers to the boss — which bias, and what fix?

Section Summary

Good decisions are designed: structure dissent, quantify risk, match participation to stakes — and watch the biases.

Exam Pointers

- What biases affect leaders' decisions?
- When should decisions be participative?

Lecture 10: Leading Change and Crises

Learning Objectives

- Lead change
- Navigate crises

Change leadership: Kotter's 8 steps — urgency, coalition, vision, communicate, empower, short-term wins, consolidate, anchor — remains the practical roadmap. The deeper truth: change fails on people, not plans — resistance comes from loss (of competence, status, certainty), not laziness. Leaders address loss: communicate the why, involve people in the how, and support through the transition (Bridges' endings → neutral zone → beginnings).

Leading through crises: the pandemic-tested playbook — communicate frequently and honestly (say what you know, admit what you don't), decide fast with incomplete data, protect the core (people, cash, customers), and show human empathy. Pakistani crises: economic volatility, political instability — leaders who leveled with teams kept trust; those who hid lost it.

Culture change: the hardest change — culture eats strategy (Drucker). Leaders change culture by changing what gets rewarded, who gets promoted, and what stories get told — behavior first, values follow. The exam synthesis: lead change with urgency and empathy, in that order.

Key Definitions

Kotter's 8 steps is defined as Kotter's 8-step process for leading organizational change, from urgency to anchoring.

Examples

- Short-term wins: a pilot department's success selling the wider rollout.

■ Culture: promoting collaborators changes culture faster than value posters.

Key Points — very important for exams

Kotter's 8 steps: urgency → coalition → vision → ... → anchor.

Resistance = loss (competence, status, certainty) — address the loss.

Crisis: communicate honestly, decide fast, protect the core, show empathy.

Culture changes via rewards, promotions, stories — behavior first.

Review Questions

- ? Plan Kotter's steps for a digital transformation.
- ? Your firm faces layoffs — how do you communicate?

Section Summary

Change is loss management: create urgency, honor the loss, bank early wins, and anchor new ways — with humanity throughout.

Exam Pointers

- Why do change programs fail?
- How do you lead through a crisis?

Lecture 11: Emotional Intelligence and Coaching

Learning Objectives

- Develop EQ
- Coach effectively

Emotional intelligence (Goleman): self-awareness, self-regulation, motivation, empathy, social skills — the EQ that predicts leadership success beyond IQ. Self-aware leaders know their triggers; regulated leaders don't send the midnight angry email; empathetic leaders read rooms; socially skilled leaders build networks. EQ is learnable — unlike IQ, it grows with deliberate practice.

The emotionally intelligent leader's practices: pause before reacting (the six-second rule), label emotions accurately ('I'm frustrated because the deadline slipped, not because they're lazy'), seek feedback on blind spots (360-degree reviews), and repair ruptures (apologize specifically and change behavior). In high power-distance Pakistan, leaders' emotional displays hit harder — a boss's frown silences a room.

Coaching vs mentoring vs managing: managing directs, mentoring advises from experience, coaching asks powerful questions so the coachee finds answers — the GROW model (Goal, Reality, Options, Way forward). Leaders should coach more and tell less: coached solutions stick because they're owned. Exam point: EQ is the operating system; coaching is the application.

Key Definitions

Emotional intelligence is defined as Goleman's five: self-awareness, self-regulation, motivation, empathy, social skills.

Examples

- GROW: 'What's the goal? What's real? What options? What will you do?' — a coaching conversation.
- Repair: a leader apologizing for a harsh outburst — and changing the trigger.

Key Points — very important for exams

EQ: self-awareness, regulation, motivation, empathy, social skills — learnable.

Practices: pause, label, seek feedback, repair.

Coaching (questions, GROW) vs mentoring (advice) vs managing (direction).

Coach more, tell less — owned solutions stick.

Review Questions

- ? Your star performer is demotivated — coach, don't tell.
- ? How does power distance amplify leaders' emotions?

Section Summary

Leadership is emotional labor done well: master yourself, read others, and grow people through questions.

Exam Pointers

- What are EQ's components?
- Distinguish coaching, mentoring, and managing.

Lecture 12: Performance Management

Learning Objectives

- Manage performance
- Give feedback

Performance management is the leadership operating rhythm: set expectations (clear goals, aligned to strategy), monitor (regular check-ins, not annual surprises), develop (feedback + coaching), and evaluate/reward (fair appraisals linked to consequences). The annual appraisal alone fails — what fails is the absence of ongoing conversation.

Feedback craft: specific, behavioral, timely — the SBI model (Situation-Behavior-Impact) for critique ('In yesterday's client meeting, you interrupted twice — the client disengaged'), and specific praise that

reinforces ('Your analysis convinced the board — the scenario table did it'). Feedforward (Goldsmith): focus on future improvement, not past blame — easier to hear, more useful.

Pakistani appraisal pathologies: inflated ratings (everyone 'excellent' — the leniency bias), recency effects, and sifarish distorting merit. Reforms: calibration sessions, behaviorally anchored scales, separating development conversations from pay decisions. Exam point: performance management is a system, not an event.

Key Definitions

SBI model is defined as Situation-Behavior-Impact: the structure for specific, non-judgmental feedback.

Examples

- SBI: 'In the demo (S), you skipped the pricing slide (B), and the client asked about competitors instead (I).'
- Calibration: managers aligning ratings so 'excellent' means the same everywhere.

Key Points — very important for exams

Rhythm: expectations → check-ins → development → evaluation.

Feedback: SBI for critique, specific praise, feedforward for growth.

Pathologies: leniency, recency, sifarish — fix with calibration.

System not event: ongoing conversation beats annual forms.

Review Questions

- ? Design a quarterly performance rhythm.
- ? A manager rates everyone excellent — diagnose and fix.

Section Summary

Performance grows in conversation: set clear goals, coach continuously, and evaluate fairly.

Exam Pointers

- Why do annual appraisals fail?
- How should feedback be given?

Lecture 13: Delegation

Learning Objectives

- Delegate effectively
- Defeat reverse delegation

Delegation is leadership leverage: assign responsibility + authority + accountability — delegating tasks without authority is abdication theater. Levels: from 'research and report' through 'recommend' and 'decide then inform' to full 'decide and act'. Match the level to competence and stakes; increase as people prove themselves.

Why leaders don't delegate: 'it's faster myself' (true once, false forever), fear of mistakes, control needs, and — in Pakistani hierarchies — status ('delegation looks like weakness'). The costs: bottlenecks, stunted teams, and the leader drowning in trivia while strategy starves.

Delegation discipline: define the outcome (not the method), set boundaries and checkpoints, support without hovering, and let people fail small (the learning tuition). Reverse delegation — subordinates pushing problems back up ('boss, what should I do?') — must be refused with coaching: 'what do you recommend?' Exam line: delegate outcomes, not just tasks. ☰

Key Definitions

Reverse delegation is defined as subordinates returning delegated problems to the manager — to be refused with coaching.

Examples

- Level 3: 'decide and inform me' — for proven performers on moderate stakes.
- Refusal: 'What are your options?' — turning a hand-back into coaching.

Key Points — very important for exams

Delegate responsibility + authority + accountability — all three.

Levels matched to competence; raise as people prove out.

Non-delegation costs: bottlenecks, stunted growth, trivia-drowned leaders.

Refuse reverse delegation with coaching questions.

Review Questions

- ? You're drowning in approvals — redesign with delegation levels.
- ? A delegatee fails — your response?

Section Summary

Delegation multiplies leaders: give outcomes with authority, checkpoint wisely, and let small failures teach.

Exam Pointers

- What are the levels of delegation?
- Why do managers fail to delegate?

Lecture 14: Trust and Psychological Safety

Learning Objectives

- Build trust
- Create safety

Trust is leadership's currency: the Mayer model — ability, benevolence, integrity — predicts who gets trusted. Trust compounds (trusted leaders get bad news early, honest effort, forgiveness for mistakes) and collapses fast (one betrayal undoes years). Rebuilding requires acknowledgment, apology, changed behavior, and time — in that order.

Trust-building behaviors: keep small promises (reliability in trivia predicts reliability in crisis), share information (transparency signals respect), admit mistakes, give credit publicly and take blame privately, and be consistent (predictability is trust's infrastructure). Psychological safety (Edmondson): the team belief that candor is safe — the top predictor of team learning and, in Google's Project Aristotle, of team effectiveness.

Pakistani trust dynamics: trust runs through relationships and biradari networks; institutional trust is thin — leaders build it person by person. The exam-ready line: trust is built in drops and lost in buckets. ☰

Key Definitions

Psychological safety is defined as Edmondson's concept: the shared belief that a team is safe for interpersonal risk-taking (candor, admitting errors).

Examples

- Small promises: starting meetings on time — reliability's daily deposit.
- Aristotle: Google's best teams weren't the smartest — they were the safest.

Key Points — very important for exams

Trust = ability × benevolence × integrity; compounds slowly, collapses fast.

Build: keep promises, share info, admit errors, credit publicly.

Psychological safety: candor is safe — top team-effectiveness predictor.

Rebuild: acknowledge → apologize → change → time.

Review Questions

- ? Your team hides mistakes — diagnose and fix.
- ? A leader broke a promise — rebuild trust stepwise.

Section Summary

Trust is the infrastructure of influence: deposit daily through reliability and candor, and protect it fiercely.

Exam Pointers

- What predicts trustworthiness?
- How is psychological safety built?

Lecture 15: Leading Diverse Teams

Learning Objectives

- Lead inclusively
- Advance women's leadership

Diversity (demographic, cognitive, functional) improves decisions and innovation — when inclusion converts difference into contribution. Without inclusion, diversity produces friction: the leader's job is turning variety into value through explicit norms (every voice heard — round-robins, written pre-reads), structured processes (anonymous brainstorming before debate), and zero tolerance for exclusion.

Women in Pakistani leadership: rising (banking CEOs, tech founders, parliamentarians) against headwinds — the glass ceiling, work-family norms, mobility constraints, harassment risks. Organizational levers: flexible work, safe transport, mentorship, transparent promotions, harassment enforcement. The business case meets the justice case — diverse leadership performs better and is fairer.

Leading across cultures: Pakistan's multilingual, multi-ethnic workplaces plus multinational teams need cultural intelligence (CQ) — suspend judgment, learn norms, adapt style. Exam point: diversity is a fact; inclusion is a leadership act.

Key Definitions

Cultural intelligence (CQ) is defined as capability to function effectively across cultures: drive, knowledge, strategy, action.

Examples

- Inclusion: round-robin input so juniors speak before seniors anchor.
- Levers: a bank's women's leadership pipeline — mentorship + flexible hours + safe transport.

Key Points — very important for exams

Diversity helps only with inclusion — the leader's conversion job.

Tools: structured voice, anonymous ideation, zero-tolerance norms.

Women's leadership: rising vs headwinds; organizational levers exist.

CQ: suspend judgment, learn norms, adapt — very important for multinationals.

Review Questions

- ? Design an inclusion intervention for a male-dominated team.
- ? How is CQ developed?

Section Summary

Difference is an asset when leaders include: structure the voice, protect the vulnerable, and adapt across cultures.

Exam Pointers

- How does a leader convert diversity into performance?
- What blocks women's leadership in Pakistan?

Lecture 16: Ethical Leadership

Learning Objectives

- Lead ethically
- Handle dilemmas

Ethical leadership: leaders as moral persons (honest, fair, caring) and moral managers (rewarding ethics, punishing misconduct, communicating values). Social learning theory: followers copy what leaders do, not what posters say — ethical culture is modeled from the top. The tone at the top decides whether codes are lived or laminated.

Ethical dilemmas leaders face: loyalty vs honesty (covering for a star performer), short-term results vs values, cultural relativism (when in Rome?), and whistleblowing (protecting reporters vs organizational loyalty). Decision tools: the spotlight test (how would this look published?), the stakeholder test, and principled frameworks.

Pakistani ethics landscape: corruption pressures, sifarish expectations, and religious ethical vocabulary (amanah, adalah) that leaders can invoke authentically. Exam thesis: ethical leadership is not soft — it's the hard infrastructure of trust, reputation, and sustainable performance.

Key Definitions

Ethical leadership (two pillars) is defined as the leader's dual ethical role: being a moral person and actively managing ethics in others.

Examples

- Tone at top: a CEO refusing a kickback — the story that teaches more than training.
- Spotlight test: 'would I defend this on the front page?'

Key Points — very important for exams

Moral person + moral manager: be ethical and enforce ethics.

Followers copy behavior, not posters — model relentlessly.

Dilemma tools: spotlight test, stakeholder test.

Review Questions

- ? A star performer fudges expenses — what do you do?
- ? Design a whistleblower-protection policy.

Section Summary

Ethics is leadership made visible: model it, reward it, punish violations — and use the moral language people believe.

Exam Pointers

- What is ethical leadership?
- How should a leader handle whistleblowing?

Lecture 17: Developing Leaders and Followers

Learning Objectives

- Build leadership pipelines
- Value followership

Leadership development: the 70-20-10 rule — 70% from challenging assignments, 20% from relationships (mentors, feedback), 10% from formal training. The implication: develop leaders by stretching them (new markets, turnarounds, cross-functional moves), not by classroom alone. Succession planning institutionalizes this: identify high-potentials, give them crucible experiences, and review the pipeline like a financial portfolio.

Followership — the neglected half: effective followers (Kelley) are active, critical thinkers — not sheep. Leaders need courageous followers who dissent honestly; organizations need followership training as much as leadership training. The best leaders were exemplary followers first.

Self-development: the leader's own 70-20-10 — seek stretch roles, build a mentor network, solicit brutal feedback, and reflect (journaling, after-action reviews). Pakistani note: family businesses rarely plan succession — the founder's death becomes the succession plan. Exam close: leadership is a practice, not a position — developed by doing, feedback, and reflection.

Key Definitions

70-20-10 rule is defined as the 70-20-10 development mix: challenging jobs, relationships, formal training.

Examples

- Crucible: a turnaround assignment that forges a future CEO.
- Succession: reviewing the leadership pipeline quarterly, like financials.

Key Points — very important for exams

70-20-10: stretch assignments dominate development.

Succession planning: pipeline as portfolio, reviewed regularly.

Followership: active, thinking, courageous — train it too.

Self-development: stretch, mentors, brutal feedback, reflection.

Review Questions

? Design a high-potential program for a bank.

? Why do family firms fail at succession?

Section Summary

Leaders are made in crucibles, refined by feedback, and preceded by good followership — develop the whole system.

Exam Pointers

→ How are leaders developed?

→ What is effective followership?

Lecture 18: Strategic Leadership and Synthesis

Learning Objectives

- Lead strategically
- Synthesize the course

Strategic leadership: setting direction (vision — the compelling future; mission — the purpose; values — the boundaries), aligning the organization (structure, incentives, culture behind strategy), and embodying change. Vision craft: vivid, values-rooted, achievable-yet-stretching — 'a computer on every desk' worked because it was concrete and bold.

Vision vs reality: the leader holds the tension — inspiring toward the vision while confronting brutal facts (Stockdale paradox: optimism about the end, realism about the path). Strategic leaders also manage meaning: they narrate events into purpose — layoffs as renewal, setbacks as tuition — without lying.

Course synthesis: leadership theories are lenses, not religions — traits matter, behaviors can be learned, situations decide fit, transformation inspires, power must be empowered, teams need design, conflict needs channeling, communication is the medium, decisions need debiasing, change needs humanity, trust is the currency, ethics is the infrastructure. The exam-ready close: leadership is influence practiced deliberately across all of these.

Key Definitions

Stockdale paradox is defined as holding unwavering faith in prevailing while confronting the brutal facts — the strategic leader's paradox.

Examples

- Vision: Edhi's 'no religion is higher than humanity' — values as strategy.
- Meaning: narrating a pivot as learning, not failure — honest framing.

Key Points — very important for exams

Direction: vision, mission, values — vivid and values-rooted.

Stockdale paradox: optimism about ends, realism about means.

Manage meaning: narrate honestly toward purpose.

Theories are lenses: integrate traits, behaviors, context, transformation, ethics.

Note:

Note: this synthesis is your essay conclusion bank — the integrated view examiners reward over single-theory answers.

Review Questions

- ? Write a vision statement for a Pakistani startup.
- ? Which theory would you drop? Which keep? Defend.

Section Summary

Strategic leadership aims the organization at a worthy future and walks it there — through influence, deliberately practiced.

Exam Pointers

- What does strategic leadership do?
- Synthesize the course's leadership theories.

Lecture 19: Leadership Case Studies

Learning Objectives

- Apply theories to cases
- Analyze practically

Case 1 — The turnaround: a failing textile mill's new CEO spends the first month listening (skip-levels, shop floor), then sets a stark vision ('profitable in 18 months or we close'), makes fast early cuts visibly fair (across-the-board, starting with executive perks), and celebrates the first profitable quarter publicly. Lenses: Kotter's urgency + coalition, transformational vision, trust via fairness.

Case 2 — The startup scaling: a Lahore fintech's founder shifts from directive (10 people) to coaching/delegating (100 people) — the leadership style must scale with headcount. Failure mode: the founder still approving expenses at 200 staff — bottleneck, attrition. Lenses: situational leadership, delegation levels, empowerment.

Case 3 — The family succession: a second-generation heir professionalizes: independent board, merit promotions over cousins, performance management replacing sifarish. Resistance: elders see betrayal; success: the firm outgrows family talent limits. Lenses: governance, agency (majority-minority), ethical leadership. Exam technique: analyze cases with 2–3 course lenses each —  structured application beats story retelling.

Key Definitions

Lens-based analysis is defined as analyzing a case through 2–3 named theories — the application answer's structure.

Examples

- Case 1: Kotter + transformational + trust — three lenses, one turnaround.
- Case 3: succession as governance reform.

Key Points — very important for exams

Three Pakistani-flavored cases: turnaround, scaling, succession.

Apply 2–3 lenses per case — structure over story.

Common threads: style must fit stage; fairness builds trust.

Practice: take any business news as a case.

Review Questions

- ? A CEO cuts only workers' perks — analyze via trust.
- ? Your firm doubles: what leadership changes?

Section Summary

Cases make theory real: diagnose with lenses, prescribe with models, and always mind fairness and fit.

Exam Pointers

- Analyze a turnaround with course theories.
- Why do founders fail at scale?

Lecture 20: Leading Remote and Hybrid Teams

Learning Objectives

- Lead distributed teams

- Build remote culture

Remote/hybrid leadership: the new normal for Pakistan's IT and services — leading people you rarely see. Challenges: trust without visibility (managers default to surveillance — the wrong answer), cohesion without corridors (culture needs deliberate rituals), and fairness across locations (hybrid's two-tier risk). Practices: outcome-based management (judge results, not hours), explicit norms (response times, camera rules, overlap hours), and intentional connection (virtual coffees, offsites).

Digital communication discipline: written-first culture (decisions in documents, not lost calls), asynchronous by default (respect time zones and deep work), and meeting hygiene (agenda, notes, owners — or cancel). The leader's visibility: regular video presence, transparent updates, and digital open-doors.

Measuring remote performance: OKRs (objectives and key results — transparent, aligned goals), regular 1:1s (the remote leader's anchor ritual), and engagement pulses. Exam point: remote leadership is leadership distilled — communication, trust, and outcomes, with no office theater to hide behind.

Key Definitions

OKRs is defined as transparent goal-setting: ambitious objectives with measurable key results — the remote alignment tool.

Examples

- Norms: 'replies within 4 working hours; deep-work mornings camera-optional.'
- 1:1s: the 30-minute weekly anchor that replaces corridor catch-ups.

Key Points — very important for exams

Challenges: trust, cohesion, fairness — without visibility.

Outcomes over hours; explicit norms; intentional rituals.

Written-first, async-by-default, meeting hygiene.

OKRs + 1:1s + pulses: the remote management stack.

Review Questions

- ? A manager installs spyware — analyze the failure.
- ? Design hybrid norms for a 20-person team.

Section Summary

Remote leadership removes the theater: manage outcomes, write it down, ritualize connection — and trust adults.

Exam Pointers

- What are remote leadership's challenges?

→ How do you measure remote performance?

Lecture 21: Question Bank and Application Technique

Learning Objectives

- Drill questions
- Apply on paper

Question bank: Q1. Leadership vs management: three differences. Q2. Place a 9,1 leader on the Grid — predict outcomes. Q3. Follower readiness low + task unstructured: which Hersey-Blanchard style? (Directing.) Q4. Four I's: define each with an example. Q5. Five power bases: rank for long-term effectiveness. Q6. Herzberg: why don't pay rises motivate durably? Q7. Tuckman: your team storms — three actions. Q8. Task vs relationship conflict: respond to each.

Q9. SBI feedback: rewrite 'your presentation was bad.' Q10. Premortem: run one for a product launch. Q11. Kotter step 1: why is urgency first? Q12. Trust repair in four steps. Long Q1: 'A new manager inherits a demotivated team' — diagnose (motivation theories, LMX, trust) and plan 90 days. Long Q2: 'Lead a digital transformation' — Kotter + communication + resistance-as-loss.

Exam technique: definitions crisp (one line), theories applied (not just named), and every people-answer ending with a concrete leadership action. The paper tests whether you can lead on paper — show the move, not just the model.

Key Definitions

Action close is defined as ending people-answers with the concrete action you'd take — the application mark.

Examples

- Q9: 'In Tuesday's demo (S), you read every slide (B), and two clients checked phones (I).'
- Long Q1: motivation audit → quick wins → trust deposits → 90-day arc.

Key Points — very important for exams

Twelve questions across the course's core.

Long Qs: diagnosis + 90-day plan; transformation leadership.

Apply theories, don't just name them.

Action close: every answer ends with the leadership move.

Review Questions

- ? Which theory would you actually use first as a new manager?
- ? Write Long Q1's 90-day plan.

Section Summary

The leadership paper tests practical wisdom: diagnose with theory, prescribe with models, and always show the move.

Exam Pointers

- Diagnose a demotivated team.
- Plan a 90-day turnaround.

Glossary of Key Terms

Managerial Grid — Blake & Mouton's framework mapping leadership by concern for production vs concern for people.

LMX — the quality of the leader-follower dyad: in-groups get trust and latitude; out-groups get formal supervision.

Transformational leadership — Bass's Four I's: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration.

Bases of power — French & Raven's five: legitimate, reward, coercive, expert, referent (+ informational).

Two-factor theory — Herzberg's distinction: hygiene factors (pay, conditions) prevent dissatisfaction; motivators (achievement, recognition) create satisfaction.

Team development stages — Tuckman's five: forming, storming, norming, performing, adjourning.

Principled negotiation — Fisher & Ury's method: separate people from problem, interests over positions, options, objective criteria.

Grapevine — the informal communication network — fast, powerful, and rumor-prone if starved of facts.

Premortem — Klein's technique: imagine a project failed, then explain why — surfacing risks prospectively.

Kotter's 8 steps — Kotter's 8-step process for leading organizational change, from urgency to anchoring.

Emotional intelligence — Goleman's five: self-awareness, self-regulation, motivation, empathy, social skills.

SBI model — Situation-Behavior-Impact: the structure for specific, non-judgmental feedback.

Reverse delegation — subordinates returning delegated problems to the manager — to be refused with coaching.

Psychological safety — Edmondson's concept: the shared belief that a team is safe for interpersonal risk-taking (candor, admitting errors).

Cultural intelligence (CQ) — capability to function effectively across cultures: drive, knowledge, strategy, action.

Ethical leadership (two pillars) — the leader's dual ethical role: being a moral person and actively managing ethics in others.

70-20-10 rule — the 70-20-10 development mix: challenging jobs, relationships, formal training.

Stockdale paradox — holding unwavering faith in prevailing while confronting the brutal facts — the strategic leader's paradox.

Lens-based analysis — analyzing a case through 2–3 named theories — the application answer's structure.

OKRs — transparent goal-setting: ambitious objectives with measurable key results — the remote alignment tool.

Action close — ending people-answers with the concrete action you'd take — the application mark.